

**ERROR ANALYSIS ON GENERAL ENGLISH WRITING TASK
IN 17-14A CLASS AT LONDON SCHOOL OF PUBLIC
RELATION JAKARTA**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

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JAKARTA**

THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of Sarjana Sastra**

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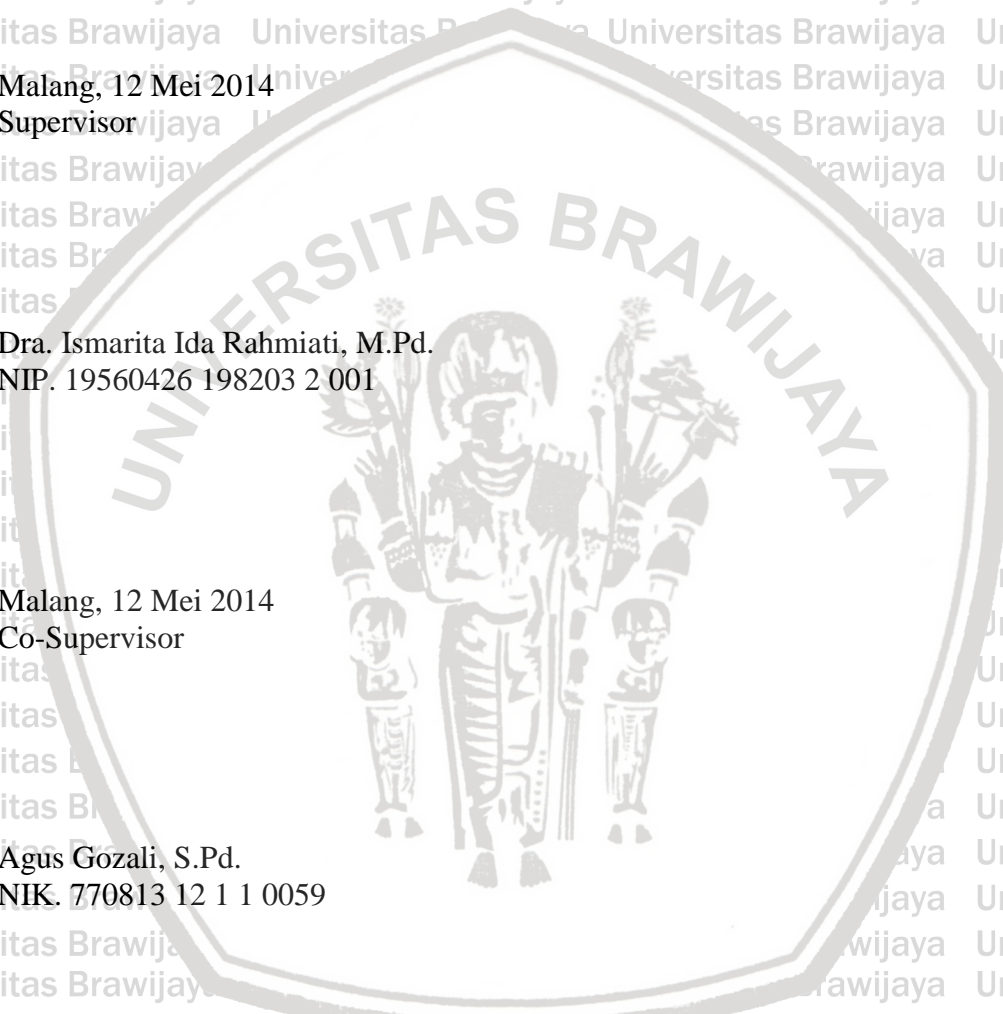
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ABSTRACT

Astuti, Dian Noviana. 2014. **Error Analysis on General English Task in 17-14A Class at London School of Public Relation Jakarta**. Supervisor: Ismarita Ida Rahmiati; Co-supervisor: Agus Gozali.

Keywords: Error Analysis, error, types of error

English is an international language, being either a first, second or foreign language for various countries around the world. In the process of learning language, Indonesian students surely make errors. It is understandable since the rule of Bahasa Indonesia and English is different. This research aims: (1) to identify the types of errors, and (2) to find the most frequently error in General English writing task in 17-14A class at London School of Public Relation Jakarta.

This research is designed by using descriptive qualitative research and document analysis to answer the problems of the study. The data were collected from thirty General English writing task produced by students in 17-14A class at London School of Public Relation. The researcher analyzed the data using the theory from Dulay, Burt, and Krashen (1982) about Surface Strategy Taxonomy.

The results of this research showed that the students did some types of errors when they wrote an unforgettable moment in their life. Those errors are omission, addition, misformation, and misordering. Omission was divided into some parts namely, omission of article, omission of “be”, omission of preposition, omission of plural marker (-s/-es), omission of possessive adjective, omission of subject, and omission of verb. Then, addition was divided into some types namely, addition of adjective, addition of article, addition of “be”, addition of noun, addition of preposition, addition of plural marker (-s/-es) and addition of verb. Misformation was also divided into some types namely, misformation of adverb, misformation of “be”, misformation of infinitive “to”, misformation of preposition, and misformation of verb. The last is misordering.

The researcher suggests to the next writers who want to conduct the similar research use the different object and analyze the errors with other theories. Another suggestion is to use the same theory but with the different object like textbook or article for the data.

ABSTRAK

Astuti, Dian Noviana. 2014. **Analisa Kekeliruan dalam Tugas Menulis di Mata Kuliah *General English* yang Ditulis oleh Mahasiswa kelas 17-14A di London School of Public Relation Jakarta.** Pembimbing (I): Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd.; Pembimbing (II): Agus Gozali, S.Pd.

Kata Kunci: Analisa kekeliruan, kekeliruan, tipe kesalahan

Bahasa Inggris adalah bahasa internasional, baik menjadi bahasa pertama, kedua bahkan bahasa asing di berbagai negara. Dalam proses pembelajarannya, para siswa tentu saja melakukan kesalahan. Hal ini dapat dimaklumi karena aturan yang diterapkan di Bahasa Indonesia dan Bahasa Inggris berbeda. Penelitian ini bertujuan untuk mengidentifikasi: (1) tipe kesalahan apa saja yang ada di dalam tulisan para mahasiswa (2) menghitung kesalahan yang paling sering dilakukan oleh para mahasiswa kelas 17-14A di London School of Public Relation Jakarta.

Penelitian ini menggunakan tipe deskriptif kualitatif dan analisa dokumen untuk menjabarkan masalah penelitian. Peneliti mengumpulkan data dari tulisan para siswa kelas 17-14A di London School of Public Relation Jakarta yang berjumlah 30 tulisan. Peneliti menggunakan teori dari Dulay, Burt, dan Krashen (1982) tentang Surface Strategy Taxonomy untuk menganalisa tulisan para siswa.

Hasil dari penelitian ini adalah ditemukannya beberapa macam kesalahan pada tulisan narasi para siswa. Kesalahan tersebut antara lain, *omission*, *addition*, *misformation*, dan *misordering*. *Omission* dibagi menjadi beberapa bagian, antara lain, *omission of article*, *omission of "be"*, *omission of preposition*, *omission of plural marker (-s/-es)*, *omission of possessive adjective*, *omission of subject*, and *omission of verb*. Kemudian, *addition* juga dibagi menjadi beberapa bagian, yaitu , *addition of adjective*, *addition of article*, *addition of "be"*, *addition of noun*, *addition of preposition*, *addition of plural marker (-s/-es)* and *addition of verb*. *Misformation* juga terbagi menjadi beberapa bagian, yaitu *misformation of adverb*, *misformation of 'be'*, *misformation of infinitive "to"*, *misformation of preposition*, and *misformation of verb*. Dan yang terakhir adalah *misordering*.

Peneliti menyarankan kepada para peneliti selanjutnya yang berminat untuk melakukan penelitian yang serupa supaya menggunakan objek penelitian yang berbeda dan menggunakan teori yang lainnya untuk menganalisa kesalahan. Saran yang lainnya yaitu peneliti selanjutnya dapat menggunakan teori yang sama untuk menganalisa kesalahan namun menggunakan objek yang berbeda seperti buku atau artikel.

ACKNOWLEDGEMENTS

First, the writer would like to express her greatest gratitude to Allah S.W.T. for the blessing so that the writer can complete this thesis. In this opportunity, the writer would also like to give her gratitude to her supervisor, Dra. Ismarita Ida Rachmiati, M.Pd., Agus Gozali, S.Pd. as her Co-Supervisor for their guidance, suggestion, explanation, and correction during the process of the writing of this thesis. Dra. Endang Sasanti, M.A as the examiner which has helped in improving this thesis.

The writer also gives a special gratitude to her beloved family. Moreover, the writer also thanks all her friends in the Study Program of English Faculty of Cultural Studies Universitas Brawijaya especially Maya Carolina, Dyanara Putri, Yani Tarigan, Diana Niken and all her non-Universitas Brawijaya friends especially Kanira, Rezita Dwi Annisa, Susanti, Evira Putricahya, Hana Kamila and Muchamad Sofi Bajri for their support to finish this thesis.

The last but not least, the writer also thanks everyone that could not be mentioned one by one without whom the writer would not be able to finish this thesis.

Malang, 12 Mei 2014

The Writer

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CHAPTER I

INTRODUCTION

In this chapter the writer presents background of the study, problems of the study, objectives of the study, and definition of key term.

1.1 Background of the Study

Language is an identity of a country, and there are many languages in this world because every country has its own language. Language itself has a different characteristic depends on where the language belongs. Language is a complex system of communication. Language is the important thing of communication tool in society.

Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. Without language, we cannot deliver what are we going to say.

According to Knapp and Watkins (2005: 29), language is always produced, exchanged or received as text; that is, language as a sytem of communication is organised as cohesive units we call texts.

English is an international language, being either a first, second or foreign language for various countries around the world. Brown (1994:122) said that English has become a tool for international communication in transportation, commerce,

banking, tourism, technology, diplomacy, and science. In Indonesia, English language is a foreign language. Since in Indonesia English is a foreign language, the students sometimes do not realize that they make an error in their writing task.

Error analysis is a type of linguistic focused on the errors learners made (Gass et al., 2008, p.102). Some students make an error because on the ignorance of the students grammar. They do not follow the rule of grammar. Sometimes they write something with their limited knowledge of English grammar.

Definition of error analysis based on Richards (1985) is that errors can be classified to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect e.g. through the faulty use of speech act or one of the rules of speaking (pragmatic error).

In error analysis, there are four categories of error based on Dulay, Burt and Krashen (1982) theory. It is surface strategy taxonomy of errors. Error can be classified according to basic type and there are four types of errors, 1) omissions, 2) additions, 3) misformations, and 4) misorderings. Omission is the absence of an item that must appear in a well-formed utterance. Addition is the presence of an item that must not appear in well-formed utterances. Misformation is the use of the wrong form of the morpheme or structure. Last is misordering, it is the incorrect placement of a morpheme or group of morpheme in an utterance. The writer used those categories to analyze the problem of the study.

Error and mistake are two different things. According to Corder (1967), he suggests that mistakes 'are of no significance to the process of language learning', but acknowledges determining the difference between an error and a mistake are extremely difficult, especially, we should note, amid the complexity of the second language classroom.

London School of Public Relations Jakarta (LSPR) was established in 1992. It offers Bachelor Degree and Master Degree programs in the field of Communication Studies. With dedication in producing high quality and skillful communication graduates and as leader of communication institutes in Indonesia, LSPR always creates an interactive learning environment with research structure while recognizing the needs to globalize the next generation, by collaborating with other international organizations, institutions, and universities. Their specialties are in communication, marketing communication, public relations, corporate communication, international relations, performing arts communication, visual design communication and advertising, mass communication.

In Jakarta, London School of Public Relation is an international STIKOM (Sekolah Tinggi Ilmu Komunikasi) that is why the writer is interested in knowing the students' knowledge in English language, especially in English writing. The students have to be good at English language because they are studying in international school. In this case, the writer chose writing task because it is easier to find out the errors on grammar produced by the students.

The writer chose the participants from Jakarta because the previous studies took the participants from Malang. The writer wanted to make a difference in taking the participants. Also the writer came from Jakarta, which is why the writer took the participants from Jakarta. One of the writer's friends study in London School of Public Relation and the writer asked her to help the writer in finding the information about might or might not to take the participants from London School of Public Relation. Furthermore, the writer asked the Student Center of London School of Public Relation for help.

In this study, the writer only took the participants from 17-14A class at London School of Public Relation in Jakarta because the writer took the General English writing tasks from 17-14A class because the writer got the writing tasks from this class only. The participants were students in first semester who study in London School of Public Relations. The meaning of 17-14A is 17-14A stands for 17th batch in London School of Public Relation. 14 is their room or class and A is the name of their building in London School of Public Relation. There were 34 students in 17-14A class, but the data used only 30 students' writing because there were 4 students that did not come when General English task was given by the lecturer. In this research, the sample was taken from their General English writing tasks, because there are many students who are not good in English language yet. They made an errors when they spoke or wrote a task which used English language. They use second language (English language) when they had to attend their General English class. In this thesis,

the writer used General English writing task as the data. The task given by the lecturer is in English language and they had to use their ability in English language when they do the task.

The writer chose error analysis as her topic because it is interesting to know about the knowledge of English language in 17-14A class at London School of Public relation. In 17-14A class at London School of Public relation, there are many students who still make an error in their writing task even though they already learnt about structure in English language. The writer could also find out how good their language ability in English language that can be seen from their task. The writer was interested in finding out what kind of errors and what errors are often made by students in 17-14A class at London School of Public relation in Jakarta based on Dulay, Burt, and Krashen (1982:150) theory. The writer analyzed the data from 17-14A class at London School of Public Relation because London School of Public Relation itself is an international STIKOM. Therefore the writer was interested to know how well or competence they are in English writing, because in London School of Public Relation they need to be good in English language.

The writer expects that this thesis would be useful and helpful for the people who read this research. The benefit of this thesis for the people who read this research is that they can learn more about how to write English in a good grammar and find out what errors frequently made by them. After identifying the error in General English task, then analyzing the error they made, it is expected that it would help to

solve the problems which has been analyzed by the writer. The writer hopes that it can improve their writing skill and they would realize what error they have made in their English writing. Also, they can improve their knowledge about grammar.

1.2 Problems of the Study

Based on the background of the study above, the researcher formulates two problems of the study. The problems can be stated as follow:

1. What kinds of errors are often found in General English writing task in 17-14A class at London School of Public Relation?
2. What are the most frequent errors produced by students in 17-14A class in General English writing task?

1.3 Objectives of the Study

This study has objectives based on the formulating of problems of the study.

They are:

1. To find out the errors often found in General English task in 17-14A class at London School of Public Relation.
2. To find out the most frequently error made by the students in 17-14A class in General English writing task.

1.4 Definition of Key Terms

To avoid misunderstanding of the key terms, the researcher provides the definitions.

1. **Second language acquisition** is determined by the amount of comprehensible input, that is, one-way input in the second language that is both understandable and at the level just beyond the current linguistic competence of learners.

(Krashen, 1985, 1994)

2. **Error** is A fault caused by not comprehending the knowledge (Ellis, 1994,p.58)

3. **Error analysis** is the flawed side of learner speech or writing (Dulay, Burt, and Krashen ,1982:138)

4. **Surface Strategy Taxonomy** is a tool used to organize the error that is analyzed (Krashen, Burt, Dulay, 1982, p.150).

5. **General English Task in 17-14A class at London School of Public Relation** refers to one of the courses at London School of Public Relation. 17-14A is one of classes at London School of Public Relation. London School of Public Relation is an international STIKOM in Jakarta.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will review some theories related to the study. The theories are about second language acquisition, error analysis, types of error analysis, causes of error analysis, general English writing task in 17-14A class at London School at Public Relation in Jakarta and previous studies.

2.1 Second Language Acquisition

Second language acquisition is determined by the amount of comprehensible input, that is, one-way input in the second language that is both understandable and at the level just beyond the current linguistic competence of learners (Krashen, 1985, 1994).

Lado (1957) hypothesized that the learner's errors could be predicted on the basis of comparing his/her first language to the target language. In his view, the structures which are similar in both languages will be easy to learn, but the ones which are different will cause difficulty, because when transferred they will deviate from the target forms and will have to be reanalyzed.

In conclusion, second language acquisition is the process by which people learn a second language. Second-language acquisition also refers to the scientific discipline devoted to studying that process.

2.2 Error Analysis

Error analysis studies the types and causes of language errors and it refers to the systematic study and analysis of the errors committed by second or foreign language learner.

According to Norrish (1983: 7), error is systematic deviation from the accepted system of the target language. Mistake is non-systematic deviation from the accepted system of a language being learned and it is usually due to human limitation such as tiredness, nervousness, and fatigue.

Richards (1985: 96) said that errors result from incomplete learning and knowledge of learners about target language system. Dulay et al. (1982, p.141) also stated that:

Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage.

In conclusion, error analysis is tool for the researcher to add and acknowledge the learners' problems in learning second language.

2.3 Types of Error Analysis

Dulay et al. (1982, p.146-163) propose four taxonomies in classifying errors.

These are error types based on linguistic category, error types based on surface strategy taxonomy, error types based on comparative taxonomy, and error types based on communicative effect taxonomy.

2.3.1 Error Types Based on Linguistic Category

According to Dulay et al (1982, p. 146), errors type based on linguistic category are classified by language components which are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse and the particular linguistic constituents that the error effects.

2.3.2 Error Types Based on Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways the surface structures are altered (Dulay et al.,1982, p.150). Based on this taxonomy, errors are classified into four types: omissions, additions, misinformations, and misorderings.

a. Omissions

Omissions are characterized by the absence of an item that must appear in a well-formed utterance.

For example: Marry president new company (Dulay et al., 1982, p.154). The grammatical morphemes such as is, the, of are omitted. It should be “Marry is the president of the new company.”

b. Additions

Additions are characterized by the presence of an item that must not appear in a well-formed utterance resulting from the faithful use of certain rules.

For example: We didn't went to there (Dulay, et al., 1982, p.156). The verb "went" must not appear considering that the negative form of past tense, "did not" is followed by V1. It should be "We didn't go there."

c. Misformations

Misformations are errors of the lack of English vocabulary, and the wrong use of the meanings provided by the dictionary.

For example: The dog eated the chicken (Dulay et al. 1982, p. 158). The word "eated" appears because the speaker misleads the concept of irregular verb.

d. Misorderings

Misorderings are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

For example: What daddy is doing? (Dulay et al., 1982, p. 162). Here, "is" must precede the subject "daddy" because this sentence is in interrogative form. It should be "What is daddy doing?"

2.3.3 Error Type Based on Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions (Dulay et al., 1982, p.163). There are four types of errors in this taxonomy.

a. Developmental Errors

Developmental errors are errors similar to those made by children learning the target language as their first language

For example: “Cat eat fish” instead of “Cat eats fish”.

b. Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learners’ native language.

For example: “That is a house pink” instead of “That is a pink house”.

c. Ambiguous Errors

Ambiguous errors are those that reflect the learners’ native language structure, and at the same time they are of type found in the speech of the children acquiring a first language.

For example: “I no have a car” instead of “I have no car”.

d. Other Errors

In this particular type of taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners.

For example: “She do hungry” instead of “She is hungry”.

2.3.4 Error Types Based on Communicative Effect Taxonomy

The communicative effect taxonomy deals with errors from the perspective of their effects on the listener or reader. It focuses on distinguishing errors that seem to cause miscommunication and those that do not (Dulay et al., 1982, p. 189). These types of errors are global and local errors.

a. Global Errors

Global errors affect overall sentence organizations that significantly hinder the communication.

For example: English language use many people.

b. Local Errors

Local errors affect single elements (constituents) in a sentence that do not usually hinder communication significantly. This includes errors in noun, verb, inflections, articles, auxiliaries, and the formation of quantifiers.

For example: There are a lot amount of peoples in the party.

Furthermore, James (1998, p. 129-130) classifies errors according to the levels of languages, as stated below.

1. Substance Errors

- a. Errors in encoding in speaking (Mispronunciations): fail to make the sound or particular word correctly.
- b. Errors in encoding in writing (Misspellings): spell a word incorrectly.
- c. Errors in decoding in hearing (Misperceptions): inability to notice or become aware of sentence.
- d. Errors in decoding in reading (Miscues): an error in reading caused by failure to respond correctly to a phonetic or contextual cue in the text.

2. Text Errors

- a. Errors in composing spoken text (Misspeaking): fail speak or pronounce correctly.
- b. Errors in composing written text (Miswriting): failure in explaining information or greetings in a letter and then send it to somebody.
- c. Errors in understanding spoken text (Mishearing): fail to hear correctly caused by less attention of sound.
- d. Errors in understanding written text (Misreading): make a mistake when reading something.

3. Discourse Errors

- a. Errors in formulating spoken discourse (Misrepresenting): give incorrect or misleading information about something or somebody.
- b. Errors in formulating written discourse (Miscomposing): fail to manage or control the feeling or expression.
- c. Errors in processing spoken discourse (Misconstrual): a kind of misinterpretation resulting from putting a wrong construction on words or actions.
- d. Errors in processing written discourse (Misinterpretation): a case of misunderstanding something or interpreting it incorrectly.

In conclusion, there are many types of errors which can happen in all aspects of language. In this thesis, the writer will use type of errors based on surface strategy taxonomy by Dulay et al. (1982). This taxonomy strategy is the most suitable to be applied in this thesis because the analysis is in the form of textual and the data is from written text which is related to grammatical errors.

2.4 General English task in 17-14A class at London School of Public Relation in Jakarta

London School of Public Relations Jakarta (LSPR) which is established in the year 1992. It offers Bachelor Degree and Master Degree programs in the field of Communication Studies. With dedication in producing high quality and skillful

communication graduates and as leader of communication institutes in Indonesia,

LSPR always creates an interactive learning environment with research structure

while recognizing the needs to globalize the next generation, by collaborating with

other international organizations, institutions, and universities. Their specialties are in

communication, marketing communication, public relations, corporate

communication, international relations, performing arts communication, visual design

communication and advertising, mass communication. All syllabi, examinations,

time tables and regulations lead to certification from The London Chamber of

Commerce and Industry Examinations Board. It is accredited by The London

Chamber of Commerce and Industry Examinations Board (UK), City and Guilds

(UK), University of Cambridge (UK), Asean Media and Information and

Communication Centre (Philippines). During this period, it has established local and

international affiliations and partnership with PERHUMAS, PR Society of Indonesia,

Institute of Public Relations of Singapore, Institute of Public Relations Malaysia,

Shanghai Public Relations Association, Edith Cowan University (Australia), Thames

Valley University (UK), International Academy of Film and Television, British

Chamber of Indonesia, Deutsche Public Relations Gesellschaft E.V. (DPRG). Most of

lecturers in London School of Public Relation are an English native speaker.

London School of Public Relation is an international STIKOM in Jakarta. So,

the writer expects the students' knowledge about English language found in their

writing paper in General English task from 17-14A class is good. General English

task is one of the courses in London School of Public Relation which teaches the basic of English. The students are taught to read, speak and write in English. Every week, the lecturer will give the students a task to find an article, make a conclusion and argument about the article. In this thesis, the writer collected the students writing task given by their lecturer.

So, General English is a basic course on English. The students have to practice and make their English language better than before by learning General English in class.

2.5 Previous Studies

There are two previous studies that inspired the writer. The first research entitled “Error Analysis of Expository Text Produced by Semester Eight Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya” was conducted by Dicka Anindita (2012). She found 24 errors in expository writing text. Those errors contain 11 omissions (46%), 8 misinformation (33%), 3 misorderings (13%), and 2 additions (8%). The most frequent errors found is omissions. Therefore, she also observed the source of errors. She found 10 errors caused by interference (42%), involving 7 errors (29%) as interlingual errors and 3 errors (13%) as transfer of structure. In addition, most errors in her study are caused by intralingual errors with 14 errors (58%) involving 13 errors (54%) as false concept hypothesized and 1

error (4%) as incomplete application of rules. She used surface strategy taxonomy theory and sources of competence errors theory.

The second research entitled “Error Analysis in the Writing Test by Fourth Semester Students of STAI Mahad Aly Al Hikam Malang” was conducted by Satrio Binusa Suryadi (2012). He found 91 errors in writing test by fourth semester students of STAI Mahad Aly Al Hikam Malang. Those errors contain 44 additions (54,3%), 29 omissions (35,9%), 16 misinformation (7,4%), and 2 misorderings (2,4%). The most frequent errors found in his thesis is additions with 44 error (54,3%).

The similarity of this research with the previous studies is that the writer used the same theory of errors based on surface strategy taxonomy by Dulay et al. (1982).

The writer chose Dulay et al. theory because surface strategy taxonomy highlights the ways the surface structures are altered. The difference between the previous studies and the writer is that the writer in this research observed what errors were often made by first semester students of 17-14A class at London School of Public Relation in Jakarta in their General English task, while this thesis would be conducted in a high school of international standard, therefore the writer's purpose was to determine how good the students' ability in mastering English language in practice.

CHAPTER III

RESEARCH METHOD

This chapter describes the method used in conducting the study including the research design, data sources, data collection, and data analysis.

3.1 Research Design

This study used descriptive qualitative approaches. Bodgan and Taylor (cited in Moloeng, 1991:3) states that qualitative method is a research procedure which the results in descriptive data including written and oral word from the object of the study whether it is in the form of society or books. In this thesis, the writer used document analysis because it could build a wider explanation and developed opinion of the phenomenon that had been studied, also provided information useful for the development of science and can be applied to various problems. This research explored an issue with the detail of constrain, data collection and with multiple sources of information so this type of research was appropriate way for studying the case that is limited by time and place, and the cases studied in the form of programs, events, activities, or individual. To find out the error, the writer read the data source which belongs to the writing material (General English writing task).

3.2 Data Sources

The data source of this study was taken from General English writing task from 17-14A class at London School of Public relation Jakarta given by the lecturer of the students. The students had to write 250-300 words, because the lecturer who gave the task wanted the students to write their unforgettable moment in their life and the writer only took the writing task from the 17-14A class. There were 34 students in 17-14A class, but the data used only 30 samples because there were 4 students who did not come when General English task was given by the lecturer. There were many sentences and phrases that contain errors in the tasks. These sentences and phrases found in their writing tasks were used as the data of this study, since this study aimed at finding out the error in General English Task from 17-14A class at London School of Public relation in Jakarta. The writer took the General English writing tasks only from 17-14A class because the writer got the writing tasks only from this class.

3.3 Data Collection

There were three steps to collect the data, which were:

1. Collecting the writing paper in General English writing task from 17-14A class at London School of Public relation Jakarta. The writer collected the data by asking the student center/service of London School of Public Relation to help the writer collected the writing data from 17-14A class.

2. Reading and finding the errors and source from writing paper in General English

writing task from the students in 17-14A class based on Dulay, Burt, and Krashen

(1982). The writer highlighted the errors from the students of 17-14A class at

London School of Public relation in Jakarta. The peer checker who was helping

the writer was Mbak Niken. She was a teacher at LBPP LIA Malang for 5 years,

because of that the writer trust her to be her peer checker.

3. Making a list of the errors found in writing paper in General English writing task

from the students in 17-14A class based on Dulay, Burt, and Krashen (1982) by

using a table of errors. The writer wrote the errors from the students of 17-14A

class at London School of Public relation in Jakarta.

3.4 Data Analysis

In the analysis, only sentences containing deviation errors were used as the data and were analyzed in the following steps.

1. Analyzing and grouping the errors found in the writing paper in General English

writing task from the students in 17-14A class based on Dulay, Burt, and Krashen

(1982). It can be omission (Om), addition (Ad), misinformation (Mf), and

misordering (Md). In this case, the writer used the check list (✓) to categorize the

error. The following table is used to classify the types of errors made by the

students in 17-14A class.

Table 3.1. Sample table of errors

No.	Code	Sentence that Contains Errors	Correction	Type of Errors			
				Om	Ad	Mf	Md
Total numbers of errors							

2. Tabulating the errors to answer the second problem about the most frequent errors students made. The writer made a table as follows:

Table 3.2. Sample table of the most frequent errors

Type of Error	F	%

The percentage (%) was calculated based on the following formula:

$$N \% = \frac{(\text{Frequency of each error}) F}{(\text{Total Frequency of all types of error}) N} \times 100 \%$$

The table above was used to write down and make the list of the frequency of occurrence of each error found in in General English writing task from the students in 17-14A class.

3. Drawing conclusion from the analysis based on the theory used.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of this report that consist of the findings and the data analysis. The discussion purposefully includes interpretation and generalization of the findings.

4.1 Findings

This chapter presents findings and their discussions related to the theoretical frameworks used and previous study. The findings of this research is the result of the data tabulation on the erroneous words, phrases, or sentences of the grammar used in General English writing tasks by the students of 17-14A class at London School of Public Relation Jakarta.

In General English writing tasks that were collected, the writer classified error based on the surface strategy taxonomy proposed by Dulay et al. (1982), and those are omission, addition, misformation, and misordering. The writer found 216 errors.

4.1.1 Type of Errors

According to the surface strategy taxonomy the errors appeared in the narrative paragraphs are omission (Om) with 36 errors (17%), addition (Ad) with 43 errors (20%), misformation (Mf) with 129 errors (59%), and misordering (Md) with

8 errors (4%). The total number of the erroneous words, phrases, or sentences found is 216 errors.

4.1.2 Analysis of Error

In this part, the writer analyzed the errors and provided the corrections that should be used. Each type of error is described in order to know why those are considered as errors. The analysis concerns about omission, addition, misformation, and misordering. The table of error is presented in the appendix.

4.1.2.1 Omission

There are 8 (eight) kinds of omissions found in General English writing tasks produced by students in 17-14A class at London School of Public Relation Jakarta: they are omission of article, omission of “be”, omission of noun, omission of preposition, omission of plural marker (-s/-es), omission of possessive adjective, omission of subject, and omission of verb. Each of them is discussed in the following explanation.

a. Omission of Article

The writer found 2 (two) omissions of article. Table 4.1 presents the data of omission of article.

Table 4.1 Omission of Article (a, an, the)

No.	Code	Sentence that Contains Errors	Correction
1.	S10.P1.L11	This is the country that all of * favorite things are here, ...	This is the country that all of the favorite things are here, ...
2.	S13.P6.L20	..., we can heard * sand whispering our ears.	..., we could hear the sand whispering in our ears.

Actually, there are three articles in English, ‘a’, ‘an’, ‘the’, which function like adjectives. The article ‘a’ and ‘an’ are called indefinite articles because they are used to refer to something in a less specific manner. The article ‘the’ is called definite article. It is used to refer to something that was mentioned before. The omission of article ‘the’ is shown in data number 1 and 2. For example in data number one, the sentence “This is the country that all of favorite things are here,” was incorrect. The correct sentence should be “This is the country that all of the favorite things are here, ...” In Bahasa Indonesia, we only know ‘sebuah’ and the use of it is very easy. There is no complicated rule to use it. On the other hand, it is very different in English.

Students still confuse to use it because in their L1 there is no specific rule to use an article so they do not use any article in their sentences.

b. Omission of ‘be’

The writer found 4 (four) omissions of ‘be’. Table 4.2 presents the data of omission of “be”.

Table 4.2 Omission of ‘be’

No.	Code	Sentence that Contains Errors	Correction
1.	S3.P4.L14	3 days in the island * fullled with beach, sands, palm trees were definitely fun.	3 days in the island was full with beach, sands, and palm trees.
2.	S3.P4.L15	We played in the water, * as clear as a crystal, ...	We played in the water, which was as clear as a crystal, ...
3.	S5.P1.L17	My sister * sitting beside me sounded so cheerful, not even a little bit did she remember to comfort me.	My sister was sitting beside me sounded so cheerful, not even a little bit she remembered to comfort me.
4.	S11.P3.L10	On that beautiful sunny day, we were celebrating like we had won a cup, * we had not.	On that beautiful sunny day, we were celebrating like we had won a cup, which is we had not.

This is considered as an error when ‘be’ should appear in that sentence and it is omitted. For example in the data number five, the sentence “I saw the beach so quiet with only some people there.” shows that the student should put ‘be’ (was) into the sentence to make it correct. The correct sentence is “I saw the beach was so quiet with only some people there.”

c. Omission of Preposition

The writer found 11 (eleven) omissions of preposition. Table 4.3 presents the data of omission of preposition.

Table 4.3 Omission of Preposition

No.	Code	Sentence that Contains Errors	Correction
1.	S3.P2.L8	We went * for 4 days * 1 night.	We went there for 4 days and 1 nights.
2.	S4.P2.L20	..., scared that something bad is happening * that time.	..., scared that something bad would happen at that time.

Table Continuation of Omission of Preposition

3.	S6.P1.L3	Tears is what I felt streaming down hard * my cheek, ...	Tears were what I felt streaming down hard on my cheek, ...
4.	S6.P1.L6	The grandfather that see me grows, walk, teach me sport, * introduce me to the world of football.	The grandfather that saw me grew, walked, taught me sport, and introduced me to the world of football.
5.	S13.P6.L20	..., we can heard sand whispering * our ears.	..., we could hear the sand whispering in our ears.
6.	S14.P1.L6	I was so excited * I could pass out any moment back then.	I was so excited that I could pass out any moment back then.
7.	S17.P1.L1	I felt lonely * walking around the Beach in my bikini.	I felt lonely while walking around the Beach with my bikini.
8.	S19.P1.L1	I remember * how having a happy family feels like.	I remember on how having a happy family feels like.
9.	S20.P2.L26	... I can see my mom gave her best smile * that time.	... I could see my mom gave her best smile at that time.
10.	S26.P2.L10	Part of me was happy that the chance * came upon being presented with the situation.	Part of me was happy to the chance that came upon being presented with the situation.
11.	S27.P1.L7	The smoke of the fireworks started * filling the sky.	The smoke of the fireworks started to fill the sky.

The errors occurred when the students did not put any preposition in their sentences. For example in data number four, the sentence “Tears is what I felt streaming down hard * my cheek,” needs “on” before “my cheek”. The correct one is “Tears is what I felt streaming down hard on my cheek,” Another example is in data number eleven. In this sentence, the students should add ‘on’ after the phrase “I remember” to make a sentence correct. Therefore, the correct sentence is “I remember on how having a happy family feels like.”

d. Omission of Plural Marker (-s/-es)

The writer found 8 (eight) omissions of plural marker (-s/-es). Table 4.4 presents the data of omission of plural marker (-s/-es).

Table 4.4 Omission of Plural Marker (-s/-es)

No.	Code	Sentence that Contains Errors	Correction
1.	S2.P1.L6	The only thing that is different in this room is that there are heaps at medicine everywhere.	The only thing that is different in this room is that there are heaps of medicines everywhere.
2.	S5.P1.L3	My siblings were going with a couple of my cousin.	My siblings were going with my cousins.
3.	S9.P1.L4	And there are lots of similar canals all around Amsterdam, which could easily make tourist get lost.	And there are lots of similar canals all around Amsterdam, which could easily make tourists get lost.
4.	S13.P6.L19	We can look around these site in just from this position.	We could look around these sites from this position.
5.	S22.P4.L21	Most of friend* has gone already.	Most of my friends had gone already.
6.	S27.P1.L6	There were many kind of fireworks with many different colors.	There were many kinds of fireworks with many different colors.
7.	S28.P1.L5	Flores has a lot of beautiful beaches, beautiful mountain and the most important place is Komodo Island.	Flores has a lot of beautiful beaches, beautiful mountains and the most important place is Komodo Island.
8.	S30.P4.L15	But I doesn't matter, not anymore as long as my dad live in my heart, even though we didn't talk with each other as much as it used to, I know I always love him.	But it doesn't matter, not anymore as long as my dad lives in my heart, even though we don't talk to each other as much as it used to, I know I always love him.

From the table above, the students sometimes still forgot to put the plural marker in their sentences. They sometimes forgot to add '-s' or '-es' in the end of the plural countable noun. For example in data number eight, the phrase "kind" was not added any plural marker. The student should put a plural marker '-s' in the end of the

noun “kind”. The sentence should be “There were many kinds of fireworks with many different colors.”

e. Omission of Possessive Adjective

The writer found 2 (two) omissions of possessive adjective. Table 4.5 presents the data of omission of possessive adjective.

Table 4.5 Omission of Possessive Adjective

No.	Code	Sentence that Contains Errors	Correction
1.	S15.P1.L3	I remembered the first time i stepped * foot on the island,	I remembered the first time i stepped my foot on the island,
2.	S22.P4.L21	Most of * friend has gone already.	Most of my friends has gone already.

From the table above, in the data number 1 and 2 the students did not put “my” in their sentences. For example, the data number 1 is not correct because the student did not add “my” before the phrase “foot on the island”. The correct sentence is “I remembered the first time i stepped my foot on the island,”

f. Omission of Subject

The writer found 3 (three) omissions of subject. Table 4.6 presents the data of omission of subject.

Table 4.6 Omission of Subject

No.	Code	Sentence that Contains Errors	Correction
1.	S8.P1.L10	..., * was helped by a single piece of guitar chords paper.	..., I was helped by a single piece of guitar chords paper.

The Continuation of Omission of Subject

2.	S13.P3.L9	* Can't tell how much I jump with happiness when I saw lots of stars in the sky.	I can't tell how much I jumped with happiness when I saw lots of stars in the sky.
3.	S24.P2.L13	..., but me and my cousins was not sad, because * can feel the sand and the ocean before we leave.	..., but me and my cousins were not sad, because we could feel the sand and the ocean before we left.

The sentence number 1 until 4 are wrong, because the students did not put subject in their sentences. For example, in the data number 2 the students did not add “I” in the sentence. In the sentence the student wrote “was helped by a single piece of guitar chords paper.” The correct sentence is “I was helped by a single piece of guitar chords paper.”

g. Omission of Verb

The writer found 3 (three) omissions of verb. Table 4.7 presents the data of omission of verb.

Table 4.7 Omission of Verb

No.	Code	Sentence that Contains Errors	Correction
1.	S14.P1.L10	It was indescribable and I can not think of any other words except * amazing.	It was indescribable and I could not think of any other words except felt amazed.
2.	S28.P1.L3	We are so excited to have fun in Flores because we * never been there before.	We were so excited to have fun in Flores because we have never been there before.
3.	S28.P2.L15	We promised each other that someday we will * back to Flores.	We promised each other that someday we will come back to Flores.

From the table above, we can see that those sentences are wrong. For example, in the data number three the student did not add “have” before the phrase

“never been”. The student wrote “We are so excited to have fun in Flores because we never been there before.” The correct sentence is “We were so excited to have fun in Flores because we have never been there before.”

4.1.2.2 Addition

There are 7 (seven) kinds of addition found in General English writing tasks produced by students in 17-14A class at London School of Public Relation Jakarta:

addition of adjective, addition of article, addition of “be”, addition of noun, addition of preposition, addition of plural marker (-s/-es) and addition of verb.

a. Addition of Adjective

The writer found 2 (two) additions of adjective. Those are put in the table 4.8.

Table 4.8 Addition of Adjective

No.	Code	Sentence that Contains Errors	Correction
1.	S3.P4.L19	There were no more sea, no more high palm trees, no more people screaming loudly happy when they jumped from the bridge and the water splashed hardly.	There were no more sea, no more high palm trees, no more people screaming loudly when they jumped from the bridge and the water splashed hard.
2.	S13.P6.L20	The sound it's like amazing thing that can be happened in there.	The sound was amazing that could happen in there.

From the table above, we can see that the sentences are wrong. For example, in the data number 1 the student adds “happy” in the sentence. To make the sentence correct, the student should omitted “happy”. The correct sentence is “There were no

more sea, no more high palm trees, no more people screaming loudly when they jumped from the bridge and the water splashed hardly.”

b. Addition of Article

The writer found 8 (eight) additions of article. Those are put in the table 4.9.

Table 4.9 Addition of Article

No.	Code	Sentence that Contains Errors	Correction
1.	S2.P1.L7	..., now all I can hear is the sound of my mother's heartbeat and the machine and also the oxygen bubbling next to her.	..., now all I can hear is the sound of my mother's heartbeat and machine and also the oxygen bubbling next to her.
2.	S2.P1.L15	After a two hours drive we finally arrived at Madania School in Bogor.	After two hours on the bus we finally arrived at Madania School in Bogor.
3.	S11.P2.L5	..., they were a a A – division team, and we were a B – division team.	..., they were A – division team, and we were B – division team.
4.	S13.P5.L16	It really are look a like with teletubbies's hill.	It really looked like teletubbies's hill.
5.	S15.P4.L14	Both me and my brothers went for a swim at the beach.	Both my brothers and I went for swimming at the beach.
6.	S16.P2.L5	From there we could see the whole lake from the distance.	From there we could see the whole lake from distance.
7.	S18.P1.L4	..., while my sister was excited because she had never seen or touched a snow before,, while my sister was excited because she had never seen or touched snow before, ...
8.	S28.P2.L15	Especially when the sunset.	Especially when sunset.

From the table above, we can see that the students add article in their sentences. For example, in the data number 2 the student put “a” in the sentence. The sentence should be “After two hours’ drive we finally arrived at Madania School in Bogor.” Instead of “After a two hours drive we finally arrived at Madania School in Bogor.” Another example, in the data number nine the student add “the” before the

phrase “new year’s eve”. The correct sentence is “That moment when he (my ex-boyfriend) asked me to come with him to his family gathering on the new year’s eve.”

c. Addition of “be”

The writer found 3 (three) additions of “be”. Those are put in the table 4.10.

Table 4.10 Addition of “be”

No.	Code	Sentence that Contains Errors	Correction
1.	S1.P4.L17	I ate my breakfast slowly when it was my last morning in France.	I ate my breakfast slowly at my last morning in France.
2.	S13.P5.L16	It really are look a like with teletubbies’s hill.	It really looked like teletubbies’s hill.
3.	S21.P5.L17	I just remember bits, “your father won’t be living with us” and “you’ll still see him”.	I just remembered bits, “your father won’t live with us” and “you’ll still see him”.

It is necessary to use ‘be’ to make a correct sentence. The students did not put ‘be’ appropriately. For example, in the data number 2 the student put “are” before “look a like”. The correct sentence is “It really looked like teletubbies’s hill.”

Another example is on number 3, the student wrote it “I just remember bits, “your father won’t be living with us” and “you’ll still see him”.” The correct sentence is “I just remembered bits, “your father won’t live with us” and “you’ll still see him”.”

d. Addition of Noun

The writer found 2 (two) additions of noun. Table 4.11 presents the data of addition of noun.

Table 4.11 Addition of Noun

No.	Code	Sentence that Contains Errors	Correction
1.	S13.P6.L20	The sound it's like amazing thing that can be happened in there.	The sound was amazing that could happen in there.
2.	S18.P3.L11	The whole trip to Korea turned out exactly as how I expected.	The trip to Korea turned out exactly as how I expected.

From the table above, the students add noun in their sentences. We can see from the sentence number 3, the student adds “whole” before the phrase “trip to Korea”. The student should omitted “whole” to make the sentence correct. The correct sentence is “The trip to Korea turned out exactly as how I expected.”

e. Addition of Preposition

The writer found 15 (fifteen) additions of preposition. Those are put in the table 4.12.

Table 4.12 Addition of Preposition

No.	Code	Sentence that Contains Errors	Correction
1.	S1.P1.L4	I found myself smiling every morning I have waken up to in France.	I found myself smiling every morning I had woken up in France.
2.	S2.P1.L1	On 23 rd of November 2013, it was an exciting Saturday for me because today is going to be my first Hockey Tournament.	On 23 rd November 2013, it was an exciting Saturday for me because that day was going to be my first Hockey Tournament.
3.	S2.P1.L12	..., all my friends were there waiting for me and getting ready.	..., all my friends were waiting for me and getting ready.
4.	S2.P1.L19	Litterally, after 5 long hours of waiting, they finally called us in.	Literally, after 5 long hours waiting, they finally called us in.
5.	S9.P1.L2	..., I still remember it was on winter and the weather was cold and windy.	..., I still remember it was winter and the weather was cold and windy.

Table Continuation of Addition of Preposition

6.	S9.P1.L3	All those trees had lost their leaves and were standing in line on both side of canal.	All trees had lost their leaves and were standing in line on both side of canal.
7.	S10.P1.L3	When I arrived at the park in front of Osaka Castle however, that was the moment that I truly felt in Japan.	When I arrived at the park in front of Osaka Castle, that was the moment that I truly felt in Japan.
8.	S12.P1.L6	... it made my pants became wet because of the waves that came too high.	... it made my pants became wet because of the waves came too high.
9.	S13.P1.L4	I don't know how the temperature at the top if around was 7°celcius.	I don't know why the temperature at the top was around 7°Celcius.
10.	S13.P3.L10	I couldn't even count on them all.	I couldn't even count them all.
11.	S13.P4.L13	Paint that such a beautiful scene.	Paint such a beautiful scene.
12.	S13.P5.L16	It really are look a like with teletubbies's hill.	It really looked like teletubbies's hill.
13.	S18.P2.L5	Even while I'm on the plane, I can't hide the excitement that I felt.	While I was on the plane, I couldn't hide the excitement that I felt.
14.	S20.P2.L18	And my coaches believed me as a closing pitcher which that made me nervous ...	And my coaches believed me as a closing pitcher which made me nervous ...
15.	S25.P2.L7	Domestic and interational tourists also tried to Yogyakarta's food,	Domestic and international tourists also tried Yogyakarta's food,

From the table above, we can see that almost of the students made an error in their sentences. They did not put preposition appropriately. For example, in the data number 11 the student adds “on” before the phrase “them all” and it made the sentence wrong. The student wrote “I couldn’t even count on them all.” The correct sentence is “I couldn’t even count them all.” Another example is on number 17, the student adds “the” in the sentence. The student wrote “And my coaches believed me as a closing pitcher which that made me nervous”, and the correct sentence is “And my coaches believed me as a closing pitcher which made me nervous”

f. Addition of Plural Marker (-s/-es)

The writer found 4 (four) additions of plural marker (-s/-es). Those are put in the table 4.13.

Table 4.13 Addition of Plural Marker (-s/-es)

No.	Code	Sentence that Contains Errors	Correction
1.	S17.P1.L10	I had an amazing views right in front of me.	I had an amazing view right in front of me.
2.	S19.P1.L12	All her smiles, anger, her treatments for me, ever when she got mad and crazy, those are the things I need.	Her smile, anger, her treatments for me, ever when she got mad and crazy, those are the things I need.
3.	S25.P2.L7	I could see most of people there still uses their bikes, ...	I could see most of people there still use their bikes, ...
4.	S27.P1.L4	Me and my brother were yelling the numbers while my mom and my boyfriends were just staring at the sky waiting for the fireworks to start.	My brother and I were yelling the numbers while my mom and my boyfriend were just staring at the sky waiting for the fireworks to start.

From the table above, we can see that the sentences made by the students in 17-14A class were wrong. From example, in the data number 4 the student add “-s” in the phrase “uses their bikes”. To make it correct, “-s” in “uses” should be omitted.

The correct sentence is “I could see most of people there still use their bikes,”.

Another example, in the data number 5, the sentence is ambiguous because the student wrote “boyfriend” with “-s”. The reader will misunderstand when they read the sentence and think that the student has a lot of boyfriend. The correct sentence is “My brother and I were shouting the numbers while my mom and my boyfriend were just staring at the sky waiting for the fireworks to start.” The data number 7 is incorrect either, because the student add “-es” in “memory”. The correct sentence is

“In fact, the entire week following that day had been an extremely excruciating memory.”

g. Addition of Verb

The writer found 5 (five) additions of verb. Table 4.14 presents the data of addition of verb.

Table 4.14 Addition of Verb

No.	Code	Sentence that Contains Errors	Correction
1.	S5.P1.L18	My sister sitting beside me sounded so cheerful, not even a little bit did she remember to comfort me.	My sister was sitting beside me sounded so happy, not even a little bit she remembered to comfort me.
2.	S7.P2.L11	It was bigger than I have expected.	It was bigger than I expected.
3.	S9.P2.L10	I can't really describe how does it smells actually,	I couldn't really describe how it smelled actually, ...
4.	S27.P1.L8	Right after the series of fireworks ended, I started saying happy new year to my mom, my brother, my boyfriend and everybody else around me.	Right after the forms of fireworks ended, I said happy new year to my mom, my brother, my boyfriend and everybody else around me.
5.	S29.P1.L8	I couldn't believe what I just read in that same moment everything seemed to have stop.	I couldn't believe what I just read in that same moment everything seemed to stop.

Those sentences above are incorrect. For example in data number two, the phrase “I have expected” was wrong. It should be “It was bigger than I expected.” In data number 5 is incorrect too. The student added “have” in the sentences. The sentence should be “I couldn't believe what I just read in that same moment everything seemed to stop.”

4.1.2.3 Misformation

Those are 5 (five) kinds of misformation found in General English writing tasks produced by students in 17-14A class at London School of Public Relation

Jakarta: misformation of adverb, misformation of 'be', misformation of infinitive "to", misformation of preposition, and misformation of verb. Each of them is discussed in the following explanation.

a. Misformation of Adverb

The writer found 23 (twenty three) misformation of adverb. Table 4.15 presents the data of misformation of adverb.

Table 4.15 Misformation of Adverb

No.	Code	Sentence that Contains Errors	Correction
1.	S3.P3.L12	..., I felt a little dizzy and I was hoping that we will arrived as soon.	..., I felt a little dizzy and I was hoping that we would arrived as soon.
2.	S3.P4.L16	It was so freakin fun and we hope that it will never be ended.	It was so fun and we hoped that it would never be ended.
3.	S4.P2.L21	I fainted and when I woke up and that was the first time I realized that I cannot trust anyone.	I fainted and when I woke up and that was the first time I realized that I couldn't trust anyone.
4.	S6.P1.L2	It was quite, the feeling of loss. I was burdened by great sadness. It was that time particularly when I feel I will miss someone and never get to see that person again.	It was quite, the feeling of loss. I was burdened by great sadness. It was that time when I felt I would miss someone and never got to see that person again.
5.	S6.P1.L8	I can't held my tears, they go down continuously as I lay down feeling pain, anger severely.	I couldn't hold my tears, they went down continuously as I laid down feeling pain, anger severely.

Table Continuation of Misformation of Adverb

6.	S6.P1.L11	I sit down, I close my eyes and I can remember his voice roaming inside the living room calling my name, the sound of his footsteps as he go down the staircase.	I sat down, I closed my eyes and I could remember his voice roaming inside the living room calling my name, the sound of his footsteps as he went down the staircase.
7.	S8.P1.L7	After that moment I promised to myself that I will learn to play guitar, I will play guitar fluently less than a month.	After that moment I promised to myself that I would learn to play guitar, I would play guitar fluently less than a month.
8.	S8.P1.L15	..., because if he never spoken to me like that I will never can play a guitar.	..., because if he never spoke to me like that I would never can play a guitar.
9.	S9.P2.L7	I can smell freshly baked cookies and breads.	I could smell freshly baked cookies and breads.
10.	S9.P2.L9	..., I can smell (to me) this winter kind of smell.	..., I could smell (to me) this winter kind of smell.
11.	S9.P2.L10	I can't really describe how does it smells actually,	I couldn't really describe how it smelled actually, ...
12.	S9.P3.L13	I can't really walk without shivering.	I couldn't really walk without shivering.
13.	S9.P3.L14	I can barely saw the sunlight.	I could barely saw the sunlight.
14.	S13.P6.L19	We can look around these site in just from this position.	We could look around these sites from this position.
15.	S13.P6.L20	..., we can heard sand whispering our ears.	..., we could hear the sand whispering in our ears.
16.	S13.P6.L20	The sound it's like amazing thing that can be happened in there.	The sound was amazing that could happen in there.
17.	S14.P1.L9	It was indescribable and I can not think of any other words except amazing.	It was indescribable and I could not think of any other words except felt amazed.
18.	S18.P2.L5	Even while I'm on the plane, I can't hide the excitement that I felt.	While I was on the plane, I couldn't hide the excitement that I felt.
19.	S20.P2.L26	... I can see my mom gave her best smile that time.	... I could see my mom gave her best smile that time.
20.	S21.P5.L17	I can't remember the whole conversation,	I couldn't remember the whole conversation,
21.	S22.P4.L21	I can not move my legs.	I couldn't move my legs.
22.	S24.P1.L8	My dad brought his keyboard so we all can sing together.	My dad brought his keyboard so we all could sing together.
23.	S24.P2.L13	..., but me and my cousins was not sad, because can feel the sand and the ocean before we leave.	..., but me and my cousins were not sad, because we could feel the sand and the ocean before we left.

From the table above, we can see that there are a lot of errors made by 17-14A class at London School of Public Relation. For example, in the data number three the student wrote “I fainted and when I woke up and that was the first time I realized that I cannot trust anyone.” It should be “I fainted and when I woke up and that was the first time I realized that I couldn’t trust anyone.” Because the student used “cannot” instead of “couldn’t”, it made the sentence incorrect. Another example, in the data number 7 the student used “will” in the sentence and it made the sentence incorrect.

The sentence should be “After that moment I promised to myself that I would learn to play guitar, I would play guitar fluently less than a month.”

b. Misformation of “be”

The writer found 28 (twenty eight) misformation of “be”. Table 4.16 presents the data misformation of “be”.

Table 4.16 Misformation of “be”

No.	Code	Sentence that Contains Errors	Correction
1.	S2.P1.L5	The ceiling was still white like it used to be.	The ceiling is still white like it used to be.
2.	S2.P1.L7	She looks pale today but she is still able to smile at me.	She looked pale that day but she was still able to smile at me.
3.	S6.P1.L2	Tears is what I felt streaming down hard my cheek, ...	Tears were what I felt streaming down hard on my cheek,
4.	S6.P1.L4	In that room, at that momment I am afraid.	In that room, at that moment I was afraid.
5.	S6.P1.L6	I am afraid, horrified.	I was afraid, horrified.
6.	S7.P1.L2	My legs and hands were shaking because I’m not used to this cold weather.	My legs and hands were shaking because I was not used to this cold weather.

Table Continuation of Misformation of “be”

7.	S7.P2.L14	I immediately took out my phone so that I am able to take pictures of this gorgeous panorama.	I immediately took out my phone so that I was able to take pictures of this gorgeous panorama.
8.	S8.P1.L4	Me and my friends decided to sit in front of the class, I’m bringing my guitar with me.	My friends and I decided to sit in front of the class, I was bringing my guitar with me.
9.	S10.P1.L2	..., even though my brain acknowledged that I am in Japan, I still haven’t truly felt that I am in Japan.	..., even though my brain acknowledged that I was in Japan, I still haven’t truly felt that I was in Japan.
10.	S13.P4.L13	But the journey doesn’t end here yet.	But the journey wasn’t end here yet.
11.	S13.P6.L20	The sound it’s like amazing thing that can be happened in there.	The sound was amazing that could happen in there.
12.	S18.P2.L5	Even while I’m on the plane, I can’t hide the excitement that I felt.	While I was on the plane, I couldn’t hide the excitement that I felt.
13.	S18.P3.L14	I feel like that is where I belong.	I felt like that was where I belong.
14.	S19.P1.L2	I remember the moment when my mom, My dad, and my little brother was playing with me in our room.	I remember the moment when my mom, My dad, and my little brother were playing with me in our room.
15.	S20.P1.L3	I’m surprised that we’ve won all the game in the classification series, ...	I was surprised that we’ve won all the game in the classification series, ...
16.	S20.P2.L11	We are all almost losing our hopes to became another champion.	We were all almost losing our hopes to become another champion.
17.	S22.P2.L8	Around the candles, there are strawberries, ...	Around the candles, there were strawberries,
18.	S22.P2.L10	My siblings are still upstairs.	My siblings were still upstairs.
19.	S22.P4.L18	..., the trainers did something that I am not aware of.	..., the trainers did something that I was not aware of.
20.	S22.P4.L21	My body is aching.	My body was aching.
21.	S22.P4.L21	I am exhausted.	I was exhausted.
22.	S22.P5.L25	I do not know whether I should be happy or annoyed, but most of all, I am very happy that they had prepared eggs, which need money.	I did not know whether I should be happy or annoyed, but most of all, I was very happy that they had prepared eggs, which need money.
23.	S23.P1.L3	The problem is I’d meet his big family in that event.	The problem was I’d meet his big family in that event.

Table Continuation of Misformation of “be”

24.	S24.P2.L13	..., but me and my cousins was not sad, because can feel the sand and the ocean before we leave.	..., but me and my cousins were not sad, because we could feel the sand and the ocean before we left.
25.	S26.P1.L5	What is worse, I could see the end and it is not a good ending at all.	What was worse, I could see the end and it was not a good ending at all.
26.	S26.P2.L15	I didn't really care at that time, I was just telling what is on my mind after seeing his message.	I didn't really care at that time, I was just telling what was on my mind after seeing his message.
27.	S28.P1.L2	We are so excited to have fun in Flores because we never been there before.	We were so excited to have fun in Flores because we have never been there before.
28.	S28.P2.L13	It was scary but that is an amazing experience to touched komodo.	It was scary but that was an amazing experience to touch komodo.

Those sentences above are incorrect. Those sentences are supposed to be in the past time, so the correct form of ‘be’ should be in the past time too. For example, in the data number two the student used “is” in the sentence, the student should use “was” to make it correct. The sentence should be “She looked pale that day but she was still able to smile at me.” Another example, in the data number three the students also used “is” instead of “were”. The sentence should be “Tears were what I felt streaming down hard on my cheek.”

c. Misformation of Infinitive “to”

The writer found 1 (one) misformation of infinitive “to”. Table 4.17 presents the data misformation of infinitive “to”.

Table 4.17 Misformation of Infinitive “to”

No.	Code	Sentence that Contains Errors	Correction
1.	S20.P2.L11	We are all almost losing our hopes to became another champion.	We were all almost losing our hopes to become another champion.

The sentence above is incorrect. The student wrote “to talked” and it made the phrase incorrect. The formula of infinitive “to” is “to + V1”, but the student used V2 instead of V1. The correct sentence is “I used to talk with my dad every day, but I don’t know neither my dad nor I barely talked with each other.”

d. Misformation of Preposition

The writer found 11 (eleven) misformation of preposition. Table 4.18 presents the data misformation of preposition.

Table 4.18 Misformation of Preposition

No.	Code	Sentence that Contains Errors	Correction
1.	S1.P4.L17	I ate my breakfast slowly when it was my last morning in France.	I ate my breakfast slowly at my last morning in France.
2.	S2.P1.L4	Before I left, I went into my mother’s room to say goodbye.	Before I left, I went to my mother’s room to say goodbye.
3.	S2.P1.L6	The only thing that is different in this room is that there are heaps at medicine everywhere.	The only thing that is different in this room is that there are heaps of medicines everywhere.
4.	S3.P2.L7	40 people with 1 teacher.	40 people and 1 teacher.
5.	S6.P1.L10	The minute I walk pass through the front door, the feeling the sight, ...	The minute I walked pass through the front door, the feeling of sight, ...
6.	S16.P2.L6	I was mesmerized with the view.	I was mesmerized by the view.
7.	S17.P1.L1	I felt lonely walking around the Beach in my bikini.	I felt lonely walking around the Beach with my bikini.
8.	S24.P1.L5	The feel of the sand in my feet.	The feel of the sand on my feet.

Table Continuation of Misformation of Preposition

9.	S26.P2.L10	Part of me was happy that the chance came upon being presented with the situation.	Part of me was happy to the chance that came upon being presented with the situation.
10.	S28.P2.L11	We spent almost 3 hours on that beach.	We spent almost 3 hours at that beach.
11.	S30.P4.L16	But I doesn't matter, not anymore as long as my dad live in my heart, even though we didn't talk with each other as much as it used to, I know I always love him.	But it doesn't matter, not anymore as long as my dad lives in my heart, even though we don't talk to each other as much as it used to, I know I always love him.

Those sentences above are incorrect. The students made an error when it came to use preposition. For example, in the data number one the student used “and” in the sentence and the preposition “and” is incorrect. The correct sentence is “The kitchen was small and cozy with a small square table with four chairs.” In that sentence, the student should use “with” instead of “and”. Another example, in the data number 7 the student used “with” in the sentence instead of “by”. The correct sentence is “I was mesmerized by the view.”

e. **Misformation of Verb**

The writer found 76 (seventy six) misformation of verb. Table 4.19 presents the data misformation of verb.

Table 4.19 Misformation of Verb

No.	Code	Sentence that Contains Errors	Correction
1.	S1.P2.L12	I could even picked cherries from the tree and eat it right away.	I could even picked cherries from the tree and ate it right away.
2.	S2.P1.L7	She looks pale today but she is still able to smile at me.	She looked pale that day but she was still able to smile at me.

Table Continuation of Misformation of Verb

3.	S2.P1.L10	I gave her a kiss again and I head downstairs to the car.	I gave her a kiss again and I headed downstairs to the car.
4.	S2.P1.L12	I waved goodbye to my father and head straight to the mini bus.	I waved goodbye to my father and headed straight to the mini bus.
5.	S3.P4.L14	3 days in the island fulfilled with beach, sands, palm trees were definitely fun.	3 days in the island was full with beach, sands, and palm trees.
6.	S3.P4.L16	It was so freakin fun and we hope that it will never be ended.	It was so fun and we hoped that it would never be ended.
7.	S4.P2.L5	I know that I was a little bit crazy.	I knew that I was a little bit crazy.
8.	S4.P2.L8	But some people just never want me that much.	But some people just never wanted me that much.
9.	S4.P2.L13	I ran with happiness surrounds me, ...	I ran with happiness surrounded me, ...
10.	S4.P2.L14	I'm getting closer to him, I even forget that I was dribbling a basket ball.	I'm getting closer to him, I even forgot that I was dribbling a basket ball.
11.	S4.P2.L17	I am getting closer and I finally stop.	I am getting closer and I finally stopped.
12.	S4.P2.L19	It hurts so bad, I saw red everywhere.	It hurted so bad, I saw red everywhere.
13.	S4.P2.L20	..., scared that something bad is happening that time.	..., scared that something bad would happen that time.
14.	S5.P1.L1	My 20-year-old sister and 18-year-old brother were going to Dunia Fantasi or what people usually call "Dufan".	My 20-year-old sister and 18-year-old brother were going to Dunia Fantasi or what people usually called "Dufan".
15.	S5.P1.L17	I could felt the train arriving at the top of the track.	I could feel the train arriving at the top of the track.
16.	S5.P1.L18	My sister sitting beside me sounded so cheerful, not even a little bit did she remember to comfort me.	My sister was sitting beside me sounded so happy, not even a little bit she remembered to comfort me.
17.	S6.P1.L2	It was quite, the feeling of loss. I was burdened by great sadness. It was that time particularly when I feel I will miss someone and never get to see that person again.	It was quite, the feeling of loss. I was burdened by great sadness. It was that time when I felt I would miss someone and never got to see that person again.
18.	S6.P1.L8	I can't held my tears, they go down continuously as I lay down feeling pain, anger severely.	I couldn't hold my tears, they went down continuously as I laid down feeling pain, anger severely.
19.	S6.P1.L10	The minute I walk pass through the front door, the feeling the sight, ...	The minute I walked pass through the front door, the feeling of sight, ...

Table Continuation of Misformation of Verb

20.	S6.P1.L11	I sit down, I close my eyes and I can remember his voice roaming inside the living room calling my name, the sound of his footsteps as he go down the staircase.	I sat down, I closed my eyes and I could remember his voice roaming inside the living room calling my name, the sound of his footsteps as he went down the staircase.
21.	S6.P1.L13	I open my eyes and I see his dead body in a coffin, wearing my granpa's favourite suit & tie also his shoes, said my grandma.	I opened my eyes and I saw his dead body in a coffin, wearing my granpa's favourite suit & tie also his shoes, said my grandma.
22.	S6.P1.L16	I was picturing my granpa suddenly come back to life but then nothing happened.	I was picturing my granpa suddenly-came back to life but then nothing happened.
23.	S6.P1.L16	Gospel songs acompany me and my family as we close his coffin.	Gospel songs accompanied my family and I as we closed his coffin.
24.	S6.P1.L18	When I look at my grandpa's face for the last time in my life.	When I looked at my grandpa's face for the last time in my life.
25.	S7.P1.L1	I couldn't stop moving around after I step out of the car.	I couldn't stop moving around after I stepped out of the car.
26.	S8.P1.L5	And then one of my close friend comes to me, ...	And then one of my close friend came to me, ...
27.	S8.P1.L6	..., his words makes me wanted to punch his face.	..., his words made me want to punch his face.
28.	S8.P1.L9	I can play guitar fluently and I learn guitar without any teacher, ...	I can play guitar fluently and I learned guitar without any teacher, ...
29.	S8.P1.L11	..., he still make fun of me until he saw me played the guitar	..., he still made fun of me until he saw me played the guitar
30.	S8.P1.L15	..., because if he never spoken to me like that I will never can play a guitar.	..., because if he never spoke to me like that I would never can play a guitar.
31.	S9.P1.L5	They weren't froze yet, ...	They weren't frozen yet, ...
32.	S9.P4.L18	It was the most beautiful thing I've ever wanted to saw.	It was the most beautiful thing I've ever wanted to see.
33.	S11.P3.L11	The feeling when a mediocre team beats one of the grants, indescribable.	The feeling when a mediocre team beated one of the grants, indescribable.
34.	S13.P1.L2	This moment do have a name, ...	This moment does have a name, ...
35.	S13.P2.L7	Chill as freezing ice cube.	Chill as frozen ice cube.
36.	S13.P3.L9	Can't tell how much I jump with happiness when I saw lots of stars in the sky.	I can't tell how much I jumped with happiness when I saw lots of stars in the sky.

Table Continuation of Misformation of Verb

37.	S13.P5.L16	It really are look a like with teletubbies's hill.	It really looked like teletubbies's hill.
38.	S13.P6.L20	..., we can heard sand whispering our ears.	..., we could hear the sand whispering in our ears.
39.	S14.P1.L9	It was indescribable and I can not think of any other words except amazing.	It was indescribable and I could not think of any other words except felt amazed.
40.	S15.P1.L4	..., all I felt was overwhelm.	..., all I felt was overwhelmed.
41.	S15.P4.L14	Both me and my brothers went for a swim at the beach.	Both my brothers and I went for swimming at the beach.
42.	S15.P4.L17	..., the meat melted inside your mouth once you eat it.	..., the meat melted inside your mouth once you ate it.
43.	S17.P1.L5	I took a photo of my self with my camera, then I share it on twitter.	I took a photo of myself with my camera, then I shared it on twitter.
44.	S17.P1.L6	..., someone showed from my back then I figure it out,, someone showed from my back then I figured it out, ...
45.	S17.P1.L7	He surprised me with two ice cream that he hold in his hands he gave me such a prefect emotion.	He surprised me with two ice cream that he held in his hands he gave me such a prefect emotion.
46.	S18.P3.L11	When I was there, it seems like all my imagination about how things would turn out in Korea was true.	When I was there, it seemed like all my imagination about how things would turn out in Korea was true.
47.	S18.P3.L13	Even though my parents didn't love the trip as much as I do, due to the freezing temperature and the language barrier, but I love it there.	Even though my parents didn't love the trip as much as I did due to the freezing temperature and the language barrier, but I loved it there.
48.	S18.P3.L14	I feel like that is where I belong.	I felt like that was where I belong.
49.	S20.P2.L11	We are all almost losing our hopes to became another champion.	We were all almost losing our hopes to become another champion.
50.	S20.P2.L16	..., we've fought them with our batting skills that makes them even more harder to chased our points.	..., we've fought them with our batting skills that made them harder to chase our points.
51.	S20.P2.L17	Then it came to the last inning where we have to be in the defense positions.	Then it came to the last inning where we had to be in the defense positions.
52.	S21.P3.L10	I sat on the edge of my parents bed, I don't know why, ...	I sat on the edge of my parents bed, I didn't know why, ...
53.	S21.P5.L17	I just remember bits, "your father won't be living with us" and "you'll still see him".	I just remembered bits, "your father won't live with us" and "you'll still see him".

Table Continuation of Misformation of Verb

54.	S21.P5.L17	I remember the ache in my heart, ...	I remembered the ache in my heart, ...
55.	S21.P5.L18	I didn't want to cry, but I feel like I was drowning and crying was going to solve it.	I didn't want to cry, but I felt like I was drowning and crying was going to solve it.
56.	S22.P2.L9	Then I realize that my family have not gathered yet.	Then I realized that my family had not gathered yet.
57.	S22.P4.L22	Most of friend has gone already.	Most of my friends had gone already.
58.	S22.P5.L25	I do not know whether I should be happy or annoyed, but most of all, I am very happy that they had prepared eggs, which need money.	I did not know whether I should be happy or annoyed, but most of all, I was very happy that they had prepared eggs, which need money.
59.	S23.P1.L2	I was very happy, but a little bit scared and exciting.	I was very happy, but a little bit scared and excited.
60.	S24.P1.L6	The sound of wind in my ears it feel so calm.	The sound of wind in my ears it felt so calm.
61.	S24.P1.L6	..., I washed my body and get ready to eat.	..., I washed my body and got ready to eat.
62.	S24.P1.L9	It was so much fun, we all laughs, scream, smile.	It was so much fun, we all laughed, screamed, smiled.
63.	S24.P2.L13	..., but me and my cousins was not sad, because can feel the sand and the ocean before we leave.	..., but me and my cousins were not sad, because we could feel the sand and the ocean before we left.
64.	S26.P1.L7	..., nor do I want to, It was for me, quite a humiliating experience to have.	..., nor did I want to, It was for me, quite a humiliating experience to have.
65.	S27.P1.L7	The smoke of the fireworks started filling the sky.	The smoke of the fireworks started to fill the sky.
66.	S27.P1.L9	Right after the series of fireworks ended, I started saying happy new year to my mom, my brother, my boyfriend and everybody else around me.	Right after the forms of fireworks ended, I said happy new year to my mom, my brother, my boyfriend and everybody else around me.
67.	S27.P1.L11	After I was done saying to everyone, my mom and my brother left me and my boyfriend alone because they wanted to go back to the hotel where we were staying in.	After I was done saying happy new year to everyone, my mom and my brother left me and my boyfriend alone because they wanted to go back to the hotel where we were staying at.
68.	S28.P1.L6	Before we arrives in Flores, we went to Bali, only for 2 days.	Before we arrived in Flores, we went to Bali, only for 2 days.
69.	S28.P2.L12	The sounds of wave makes me feel relax.	The sounds of wave made me feel relaxed.

Table Continuation of Misformation of Verb

70.	S28.P2.L13	It was scary but that is an amazing experience to touched komodo.	It was scary but that was an amazing experience to touch komodo.
71.	S29.P1.L5	... so we can together attend a party that some-night.	... so we could be together attending a party that night.
72.	S29.P1.L15	Everything around me seemed to have vanishes.	Everything around me seemed to be vanished.
73.	S29.P1.L16	I walked back to my seat dragging my weak legs with an attempt to withheld my tears.	I walked back to my seat dragging my weak legs with an attempt to withhold my tears.
74.	S29.P1.L16	The cravings for seafood that I had before vanishes into thin air	The cravings for seafood that I had before vanished into thin air
75.	S29.P1.L20	Finally, the silence cought me and I broke down before leaving the restaurant.	Finally, the silence caught me and I broke down before leaving the restaurant.
76.	S30.P4.L16	But I doesn't matter, not anymore as long as my dad live in my heart, even though we didn't talk with each other as much as it used to, I know I always love him.	But it doesn't matter, not anymore as long as my dad lives in my heart, even though we don't talk to each other as much as it used to, I know I always love him.

From the table above, we can see that almost of the students made an error in verb. In English to build a sentence, we must know the correct form of verb based on the tense. For example, in the data number 3, 4 and 5 the students used present tense instead of past tense. Those sentences happened at one particular time in the past. It began and ended in the past. In the data number 3 the student wrote "She looks pale today but she is still able to smile at me." The correct sentence is "She looked pale today but she is still able to smile at me." Another example is on number 56, the student used "feel" in the sentence instead of "felt". The sentence should be "I felt like that is where I belong.", but the student used "feel" in the sentence.

4.1.2.4 Misordering

Like in omission, addition, and misformation, the writer also found errors in misordering. The writer found 8 (eight) errors in misordering. The data are presented in table 4.20.

Table 4.20 Misordering

No.	Code	Sentence that Contains Errors	Correction
1.	S6.P1.L14	For a second, I pictured a breathtaking scene inside my wicked imagination.	I pictured a breathtaking scene inside my wicked imagination for a second.
2.	S8.P1.L3	Me and my friends decided to sit in front of the class, I'm bringing my guitar with me.	My friends and I decided to sit in front of the class, I was bringing my guitar with me.
3.	S13.P1.L5	I don't know how the temperature at the top if around was 7°Celcius.	I don't know why the temperature at the top was around 7°Celcius.
4.	S15.P4.L14	Both me and my brothers went for a swim at the beach.	Both my brothers and I went for swimming at the beach.
5.	S20.P1.L2	..., me and my team came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.	..., my team and I came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.
6.	S24.P2.L13	..., but me and my cousins was not sad, because can feel the sand and the ocean before we leave.	..., but my cousins and I were not sad, because we could feel the sand and the ocean before we left.
7.	S27.P1.L1	Me, my mom, my brother and my boyfriend were standing in the middle of a park in the area of Marina Bay Sands, Singapore.	My mom, my brother, my boyfriend and I were standing in the middle of a park of Marina Bay Sands, Singapore.
8.	S27.P1.L4	Me and my brother were yelling the numbers while my mom and my boyfriends were just staring at the sky waiting for the fireworks to start.	My brother and I were yelling the numbers while my mom and my boyfriend were just staring at the sky waiting for the fireworks to start.

Those sentences have errors because the students put the morpheme or group of morphemes in the incorrect place in an utterance. For example, in the data number

5 the student misordered the phrase “Me and my friends”. It should be “My friends and I decided to sit in front of the class, I was bringing my guitar with me.”

4.2 Discussion

London School of Public Relation is an international STIKOM in Jakarta. The students need to be good in English, either in writing or speaking. However, they still did errors. The lecturer wanted them to share their unforgettable moment in their life, it should use past tense but they made an error in their writing. It can be seen in their writing.

The writer found errors in almost all the General English writing tasks produced by students in 17-14A class at London School of Public Relation. The four types of error proposed by Dulay et al. (1982); omission, addition, misformation, and misordering could be seen in those paragraphs. Those errors appeared in some various kinds of cases, such as omission of adjective, omission of article, omission of “be”, omission of noun, omission of preposition, omission of plural marker (-s/-es), omission of possessive adjective, omission of subject, and omission of verb. Then addition was divided into seven, they are addition of adjective, addition of article, addition of “be”, addition of noun, addition of preposition, addition of plural marker (-s/-es) and addition of verb. Misformation consists of seven types, there are misformation of adjective, misformation of adverb, misformation of “be”,

misformation of infinitive “to”, misformation of noun, misformation of preposition, and misformation of verb. The last error is misordering.

After presenting the data then identifying the errors in General English writing tasks produced by the students in 17-14A at London School of Public

Relation Jakarta, the writer would present the result of the percentage of the errors.

There are 4 (four) types of error that can be found at this study, the errors of misformation are the biggest part (59%). Followed by the error of addition (20%), then error of omission (17%), and the smallest is the error of misordering (4%).

Table 4.21 Percentage of Occurrences of Each Type of Error

Types of Errors	F	%
Misformation	129	59%
Addition	43	20%
Omission	36	17%
Misordering	8	4%
Total	216	100%

In terms of percentage, errors in misformation take the most part which is 59% (table 4.21). The errors that occurred in students' General English writing tasks are mostly on the use of verb. In this case, the writer divided misformation into seven types, which are misformation of adjective, misformation of adverb, misformation of 'be', misformation of infinitive “to”, misformation of noun, misformation of preposition, and misformation of verb. Misformation of verb became the most common error that the students made. Based on Dulay et al. (1982) misformation is an error in using morpheme or structure in sentence. The writer found hundred and thirty one (129) errors of misformation. In this case, the students omit the past marker

‘-ed’. For example in sentence, “I gave her a kiss again and I head downstairs to the car.” The verb “head” should be changed into “headed” because this action was held in the past. In this part of error, The writer concluded that this kind of error happened because Bahasa Indonesia (the students’ L1) does not have irregular verbs so it makes the students were still confused to use irregular verbs in their writing.

After misformation of verb, the following position is misformation of ‘be’. In the students’ writings, they still forgot to make a sentence in the past time. They still use ‘is’ or ‘are’ in their sentences. We can see for example in the sentence “Tears is what I felt streaming down hard my cheek,” in that sentence the student used “is”, in fact that action happened in the past. That sentence should be “Tears were what I felt streaming down hard on my cheek,”.

After misformation of “be”, the following position is misformation of adverb. There were 23 (twenty three) errors in misformation of adverb. We can see from the table 4.16, the students made errors in adverb. They still used “can” or “will” when they wrote their unforgettable moment in their life, the moment was done in the past.

Therefore, they should use “could” or “would in their sentences. For example, in this sentence the student used “can” instead of “could”, “I can barely saw the sunlight.”

That sentence was incorrect, to make it correct the student should use “could” in the sentence. The correct sentence is “I could barely saw the sunlight.” The writer concluded that this kind of errors happened because the students still confused when they faced the adverb form for past tense and present tense.

After misformation of adverb, the following position is misformation of preposition. Preposition took place number four in misformation produced by students in 17-14A class at London School of Public Relation. We can see from table 4.12, there were 11 (eleven) errors of preposition. The students misformed the preposition like “with”, “by”, “and”, “when”, “at”, “in”, and “on”. For example, in this sentence the student used “with” instead of “by”. The student wrote “I was mesmerized with the view.” That sentence was incorrect, the student should use “by” to make it correct. The correct sentence is “I was mesmerized by the view.” The writer concluded that the most of students in 17-14A at London School of Public Relation are still confused using preposition correctly.

The last misformation is misformation of infinitive marker “to”. The writer found only one (1) error in misformation of infinitive marker “to”. As we know, the formula for infinitive marker to is “to + present tense”. But, in this sentence “We are all almost losing our hopes to became another champion.” The student used past tense instead of present tense. The student wrote it “to talked” instead of “to talk” and it made the phrase incorrect. The correct sentence is “We were all almost losing our hopes to become another champion.” The writer concluded that the students do not know the right form of to infinitive.

The second position of error is addition. The writer found 44 errors of addition in the students’ General English writing tasks. There are 7 (seven) kinds of addition found in General English writing tasks produced by students in 17-14A class

at London School of Public Relation Jakarta: addition of adjective, addition of article, addition of “be”, addition of noun, addition of preposition, addition of plural marker (-s/-es) and addition of verb. The most errors in addition are in addition of preposition. The writer found 15 (fifteen) errors in addition of preposition. The students added preposition in their writing tasks and they did not use preposition appropriately. For example, we can see from this sentence “I still remember it was on winter and the weather was cold and windy.” The student added “on” in the sentence and it was better if the student omitted “on” from the sentence. The correct sentence is “I still remember it was winter and the weather was cold and windy.” The writer concluded that the students confused the right use of addition.

After addition of preposition, the second error in addition is addition of article. The students added article in their writing tasks and the writer found 8 (eight) error in addition of article. For example, in this sentence “they were a a A – division team, and we were a B – division team.” The student added “a” before “A division team” and “B division team”. The student should omitted “a” from the sentence. The correct sentence is “they were A – division team, and we were B – division team.” The writer concluded that the students tend to add article before noun.

After addition of article, the third errors in addition is addition of plural marker (-s/-es). The writer found four (4) errors in addition of plural marker (-s/-es). The students added “-s/-es” in their sentences. For example, in this sentence the student added “s” in the sentence “I had an amazing views right in front of me.” The

students should omitted “s” in the word “views” to make the phrase correct. The correct sentence from that sentence is “I had an amazing view right in front of me.”

The writer concluded that the students tend to add the plural marker at the end of plural noun.

After addition of plural marker (-s/-es), the fourth error in addition is addition of verb. The writer found 5 (five) errors in verb. For example, this sentence added verb in the sentence “My sister sitting beside me sounded so cheerful, not even a little bit did she remember to comfort me.” From that sentence, we can see that the student added “did” in the sentence which is not necessary to added “did” in the sentence.

The student should wrote it without added “did”, and the correct sentence is “My sister sitting beside me sounded so cheerful, not even a little bit she remember to comfort me.” The writer concluded that the students tend to add verb on their sentences while verb is one of the obligatory to build a sentence.

After addition of verb, the fifth errors in addition are addition of “be”. The writer found 3 (three) errors in addition of “be”. It is necessary to use ‘be’ to make a correct sentence. The students did not put ‘be’ appropriately. For example, in the this sentence “I just remember bits, “your father won’t be living with us” and “you’ll still see him.” The students added “be” before the word “living”. The correct sentence is “I just remembered bits, “your father won’t live with us” and “you’ll still see him”. In this type of error, the students thought that every verb should be added ‘be’ in the

previous, so they thought that the right form of the sentence is 'be + verb' whereas it was wrong. The form of the sentence should be 'Subject + verb + complement'.

After addition of "be", the sixth errors in addition are addition of noun. The errors in addition of noun, we can see from this sentence "The sound it's like amazing thing that can be happened in there." The student added "thing" in the sentence which was better if the student omitted "thing" from the sentence. The correct sentence is "The sound it's like amazing that can be happened in there." The writer concluded that the students tend to add "be" while they are writing a sentence.

The last error found in addition is addition of adjective. The writer found 2 errors of adjective. The student added adjective which is unnecessary and it should be omitted from the sentence. For example, in this sentence "There were no more sea, no more high palm trees, no more people screaming loudly happy when they jumped from the bridge and the water splashed hardly." The student added "happy" in the sentence. To make the sentence correct, the student should omitted "happy". The correct sentence is "There were no more sea, no more high palm trees, no more people screaming loudly when they jumped from the bridge and the water splashed hardly." The writer concluded that the students tend to add unnecessary adjective in a sentence.

The third position is omission. The writer found 37 errors in omission. Based on Dulay, Burt and Krashen (1982) omission is the absence of an item in a sentence.

There are 7 (seven) kinds of omissions found in General English writing tasks

produced by students in 17-14A class at London School of Public Relation Jakarta:

they are omission of adjective, omission of article, omission of “be”, omission of noun, omission of preposition, omission of plural marker (-s/-es), omission of possessive adjective, omission of subject, and omission of verb. The biggest part of this type of errors is omission of preposition. The writer found 11 (eleven) omission of preposition. In this type of error, students did not put any preposition in their sentence. In fact, preposition in English relates one word to other words in a sentence.

Then, we also know that some verbs need preposition in English to make correct sentences. Therefore, if the students did not put any preposition in their sentence, it made the sentence incorrect. For example, in this sentence the student did not put preposition “Tears is what I felt streaming down hard my cheek,” needs “on” before “my cheek”. The correct one is “Tears is what I felt streaming down hard on my cheek,” Another example is in this sentence “I felt lonely walking around the Beach in my bikini.” The student did not put “while” in the sentence. To make it correct, the student should add “while” in the sentence. The correct sentence is “I felt lonely while walking around the Beach in my bikini.”

After omission of preposition, the second error in omission is omission of plural marker (-e/-es). The writer found 8 (eight) errors in omission of plural marker (-e/-es). The noun preceded by a quantifier such as ‘some’ and ‘many’ must be plural in which the appearance of the plural marker (-s/-es) is used to indicate that those nouns are plural. The countable nouns can add ‘s’ or ‘es’ to refer that the nouns are

plural. However, the students still forgot to add the plural marker behind the countable noun. For example “There were many kind of fireworks with many different colors.” From that sentence, we can see that the student did not add plural marker in the end of the word “kind” whereas he wrote “many” before “kind”. The correct sentence is “There were many kinds of fireworks with many different colors.”

In this type of error, the writer concluded that the students forgot to put plural marker because they thought that the countable nouns did not need any plural marker like in their L1 (Bahasa Indonesia). In their L1 (Bahasa Indonesia), the countable nouns that were plural were showed by the word ‘banyak’ but in English it is very different.

Therefore, they still affect with their L1 when they write a sentence in English.

After omission of plural marker (-e/-es), the third error in omission is omission of “be”. The writer found 4 (four) errors in omission of “be”. The function of ‘be’ is as a complement if that sentence does not have any verb. Meanwhile, the students omitted it so their sentence became error. There are simplest rules of using ‘be’; if the subjects are ‘I, he, she, it’ we should use ‘is’ (in the present time) or ‘was’ (in the past time)” and if the subject are ‘you, they, we’ we should use ‘are’ (in the present time) or ‘were’ (in the past time). For example in this sentence “I saw the beach so quiet with only some people there.” The student should add ‘be’ in this case ‘was’ because the subject was “I” and it happened in the past. The correct sentence is “I saw the beach was so quiet with only some people there.” In this type of error, the writer concludes that the students still affect with their L1 when they write a sentence

in English. They still used the form of the sentence based on their L1 (Bahasa Indonesia) so they omit 'be' in their sentences.

After omission of "be", the fourth error in omission is omission of subject and verb. The writer found 3 (three) errors in omission of subject and verb. For omission of subject, the example is "Can't tell how much I jump with happiness when I saw lots of stars in the sky." The student did not put any subject in the sentence and that made the sentence incorrect. The correct sentence is "I can't tell how much I jump with happiness when I saw lots of stars in the sky." The example for omission of verb is in this sentence "We promised each other that someday we will back to Flores."

The student did not put any verb before the word "back". The correct sentence is "We promised each other that someday we will come back to Flores."

The fifth errors in omission are omission of article, and omission of possessive adjective. The writer found 2 (two) errors of each error in omission. The first is omission of article. In Bahasa Indonesia, we only know 'sebuah' and the use of it is very easy. There is no complicated rule to use it. On the other hand, it is very different in English. There are two kinds of article in English, definite article and indefinite article. The article 'the' is categorized as definite article because it refers to something that the reader knows. Moreover, the articles 'a' and 'an' are categorized as indefinite article because they refer to something not specifically known to the reader. They are used before nouns that introduce something or someone not mentioned before. Students still confuse to use it because in their L1 there is no

specific rule to use an article so they do not use any article in their sentences. For example “This is the country that all of favorite things are here,” in this sentence the student did not put any article. The sentence should be “This is the country that all of the favorite things are here,”. The student should put “the” before the word “favorite”.

The last is omission of possessive adjective. The students did not put possessive adjective in their writing. For example “I remembered the first time i stepped foot on the island,” the student did not put “my” before the word “foot” and it made the sentence incorrect. The correct sentence is “I remembered the first time i stepped my foot on the island,”. The student should put “my” in the sentence.

The last position is misordering (table 4.20). The writer found 8 errors of misordering in the students’ General English writing. This type of error happens because the L2 learners use their L1 to write a sentence whereas their L1 (Bahasa Indonesia) has different rules with English. For example “me and my team came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.” The position of “me and my team” is inverted. The student was still accustomed to use their L1 when they wrote a sentence in English. In fact, in their L1, they are accustomed to write “saya dan tim saya” but in English the correct one is “my team and I”. Moreover, the sentence should be “my team and I came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.”

Finally, the total number of errors is 216. The errors that the writer found in General English writing tasks are omission (Om) with 36 errors (17%), followed by addition (Ad) with 43 errors (20%), then misformation (Mf) with 129 errors (59%), and the last part is misordering (Md) with 8 errors (4%). Those are summarized in figure 4.1.

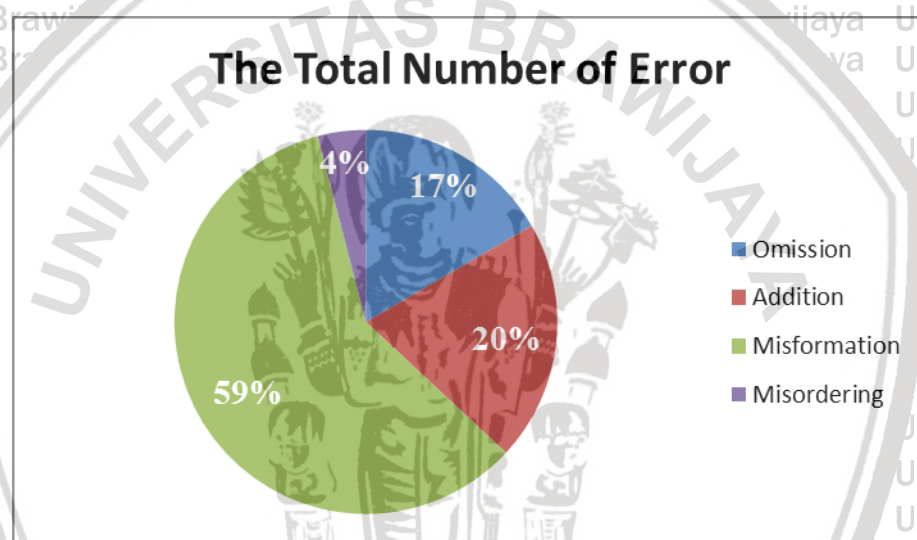


Figure 4.1 Percentages of Errors

The result of this research was different from the previous research conducted by Satrio Binusa Suryadi (2012) in the highest number of errors. Addition of article was the biggest part in his research. He analyzed error analysis in the writing test by fourth semester students of STAI MAHAD ALY AL HIKAM Malang by using Dulay's theory (1982). During his observation, he found that addition was the biggest part of error that the students made with 44 errors (54,3%). Next was followed by omission with 29 errors (35,9%). Then followed by misformation with 6 errors

(7,4%). The last was misordering with 2 errors (2,4%). Specifically, the most dominant error in his research was addition.

The result of this research was also different from the previous research conducted by Dicka Anindita (2012) in the highest number of error. Omission of plural marker was the biggest part in her research. She conducted the error analysis research in the expository text produced by semester eight students of study program of English Faculty of Culture Studies Universitas Brawijaya. She also analyzed the errors based on surface strategy taxonomy by Dulay, Burt, and Krashen (1982). During her research, she found that omission is the biggest part of errors that the students made with 11 errors (46%), then, followed by misinformation with 8 errors (33%). Next was followed by misordering with 3 errors (13%). The last was addition with 2 errors (8%). Particularly, the most dominant error in her research was omission.

On the other hand, the similarity between the previous researches and this research is the theory used which is surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) to analyze the errors. In addition, the difference between this research and the previous researches were the object of the research. Both of the previous researchers analyzed writing text from college student produced by semester fourth and eight students but this research analyzed writing texts in General English writing tasks produced by first semester students at international STIKOM The London School of Public Relation Jakarta.

From the writing texts produced by the students in 17-14A class at London School of Public Relation Jakarta, the writer concluded that the biggest part errors were misformation, especially on misformation of verb. It happened because the students had a lack of knowledge of tenses especially regular verb and irregular verb.

Actually, it can be assumed that the students were confused when they have to write sentence in past tense. In their L1, Bahasa Indonesia does not have any specific verb to express the action that happened in the past. On the other hand, when the students write a sentence in past tense in English, they should use V2 in their sentences. The way in order to make the students know about regular and irregular verb is studying, exercising, understanding, and memorizing about it. Those ways can make them easy to write sentences especially on past tense.

In short, this study is different with the previous studies in the highest number of errors. The biggest part of errors in this study is misformation. However, the first previous study conducted by Satrio Binusa Suryadi (2012) found that the biggest part of errors based on his study was addition. Then, the second previous study conducted by Dicka Anindita (2012) concluded that the biggest part of errors was omission.

From this situation, the writer concluded that maybe the factor that affects the students to make error was the different level of their English mastery. In this study, the objects of the study were General English writing tasks produced by 17-14A class at London School of Public Relation Jakarta. In addition, in both of the previous studies, the objects of the study were writings produced by college students in

semester fourth and eight. In terms of knowledge, the first semester students were still confused about the basic rule of tenses in English. Therefore, all of the students of first, fourth and eight semesters have to study more about grammar, especially on past tense to minimize their errors.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research which is discussed in the previous chapter and the suggestion for the readers.

5.1 Conclusion

After analyzing the data, the writer has a conclusion. In this research, the writer used General English writing tasks that contain errors as the object of the research that were produced by 17-14A class at London School of Public Relation Jakarta. The tasks were given by the lecturer in London School of Public Relation and the topic of the writing task is that the students need to wrote their unforgettable moment in their life. In this case the writer asked the company (STIKOM The London School of Public Relation) to copy the students' writing task. The writer used surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) to categorize and analyze the errors.

The writer found 320 errors (100%) in General English writing task. In this research, the grammatical errors were categorized into four types based on Dulay et al. theory, there are omission, addition, misinformation, and misordering. The biggest part of error that the students made is misinformation with 59%. The biggest part of errors in misinformation is misinformation of verb with ninety three (93) errors and the

writer concluded that they made an error in misfromation of verb because Bahasa Indonesia does not have irregular verbs, so it makes the students confused to use irregular verbs in their writing. Then it is followed by error of addition with 20%, and omission with 17%, and the last smallest part is misordering with 4%.

5.2 Suggestion

Based on the research, the suggestion concerning of this study can be given to other writers who want to conduct further research in the same field, the students, and the lecturer.

The writer suggests other writers who want to conduct a research in the same field to do a research with different objects and analyze the error by using other theories. Another suggestion is to use the same theory, Dulay et al. theory but with the different objects, for example books or article as the data.

Moreover, based on the analysis, the writer gives suggestion for 17-14A class at London School of Public Relation students that they should learn more about grammar, especially on past tense so they can minimize the error.

The writer also gives suggestion for the lecturer to give more attention to the students' understanding about grammar, especially on past tense because the General English task of the students still contain errors. Maybe the lecturer can drill the students about grammar and tenses, for example by giving more explanation about grammar and tenses so the students can learn easier and minimize the error.

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Appendix 1: Surat Ijin Penelitian dari Fakultas Ilmu Budaya ke London School of
Public Relation Jakarta



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

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Nomor : 2966 /UN10.12/AK/2013
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Yth. Pimpinan London School of Public Relation
Jl. Jenderal Sudirman Kav.32
Jakarta Pusat

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya
Universitas Brawijaya:

Nama : Dian Noviana Astuti
NIM : 0911110141
Semester : IX
Program Studi : S1 Sastra Inggris

Mohon bantuan Bapak/Ibu pimpinan memberikan ijin kepada mahasiswa kami untuk meleakukan
kegiatan penelitian dan memperoleh data pendukung dari instansi saudara.

Adapun judul Skripsi dari mahasiswa tersebut adalah: *Error Analysis on General English
Writing Tasks in 17-14A Class at London School of Public Relation in Jakarta*

Perlu kami sampaikan bahwa mahasiswa yang bersangkutan telah menyatakan bersedia menjaga
kerahasiaan data yang telah diperoleh dan hanya digunakan untuk penelitiannya tersebut
(terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan,

Prof. Ratya Annidita, Ph.D.
9610908 198601 1 001

Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

nama : Dian Noviana Astuti

NIM : 0911110141

semester : IX

jurusan : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"Error Analysis on General English Writing Tasks in 17-14A Class at London School of Public Relation in Jakarta"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 24 Desember 2013

Yang membuat pernyataan:

Dian Noviana Astuti
NIM. 0911110141

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Table of Errors

Appendix 2 : Table of Errors

No.	Code	Sentence that Contains Errors	Correction	Type of Errors			
				Om	Ad	Mf	Md
1.	S1.P1.L3	I found myself smiling every morning I have waken up to in France.	I found myself smiling every morning I have waken up in France.		√		
2.	S1.P2.L1 2	I could even picked cherries from the tree and eat it right away.	I could even picked cherries from the tree and ate it right away.			√	
3.	S1.P4.L1 7	I ate my breakfast slowly when it was my last morning in France.	I ate my breakfast slowly at my last morning in France.			√	
4.	S2.P1.L1	On 23 rd of November 2013, it was an exciting Saturday for me because today is going to be my first Hockey Tournament.	On 23 rd November 2013, it was an exciting Saturday for me because today was going to be my first Hockey Tournament.		√	√	
5.	S2.P1.L3	I woke up at 5 a.m, had a shower, * made breakfast and get ready to leave to campus where I will meet the rest of my teammates.	I woke up at 5 a.m, had a shower, I made breakfast and got ready to leave to campus where I would meet the rest of my teammates.	√		√	
6.	S2.P1.L4	Before I left, I went into my mother's room to say goodbye.	Before I left, I went to my mother's room to say goodbye.			√	
7.	S2.P1.L5	The ceiling was still white like it used to be.	The ceiling is still white like it used to be.			√	
8.	S2.P1.L6	The only thing that is different in this room is that there are heaps at medicine* everywhere.	The only thing that is different in this room is that there are heaps of medicines everywhere.			√	

The Continuation of Table Of Errors

9.	S2.P1.L7	..., now all I can hear is the sound of my mother's heartbeat and the machine and also the oxygen bubbling next to her.	..., now all I can hear is the sound of my mother's heartbeat and machine and also the oxygen bubbling next to her.		√		
10.	S2.P1.L7	She looks pale today but she is still able to smile at me.	She looked pale today but she was still able to smile at me.			√	
11.	S2.P1.L1 0	I gave her a kiss again and I head downstairs to the car.	I gave her a kiss again and I headed downstairs to the car.			√	
12.	S2.P1.L1 2	..., all my friends were there waiting for me and getting ready.	..., all my friends were waiting for me and getting ready.		√		
13.	S2.P1.L1 2	I waved goodbye to my father and head straight to the mini bus.	I waved goodbye to my father and headed straight to the mini bus.			√	
14.	S2.P1.L1 5	After a two hours drive we finally arrived at Madania School in Bogor.	After two hours drive we finally arrived at Madania School in Bogor.		√		
15.	S2.P1.L1 8	..., so we decided to watch some of the matches.	..., so we decided to watch the matches.		√		
16.	S2.P1.L1 9	Litterally, after 5 long hours of waiting, they finally called us in.	Literally, after 5 long hours waiting, they finally called us in.		√	√	
17.	S3.P2.L7	40 people with 1 teacher.	40 people and 1 teacher.			√	
18.	S3.P2.L8	We went * for 4 days * 1 night.	We went there for 4 days and 1 night.	√			
19.	S3.P3.L1 2	..., I felt a little dizzy and I was hoping that we will arrived as soon.	..., I felt a little dizzy and I was hoping that we would arrived as soon.			√	
20.	S3.P4.L1 4	3 days in the island * fulfilled with beach, sands, * palm trees were definitely fun.	3 days in the island was full with beach, sands, and palm trees.	√	√	√	
21.	S3.P4.L1 5	We played in the water, * as clear as a crystal, ...	We played in the water, which was as clear as a crystal, ...	√			

The Continuation of Table Of Errors

22.	S3.P4.L1 6	It was so freakin fun and we hope that it will never be ended.	It was so freakin fun and we hoped that it would never be ended.			√	
23.	S3.P4.L1 9	There were no more sea, no more high palm trees, no more people screaming loudly happy when they jumped from the bridge and the water splashed hardly.	There were no more sea, no more high palm trees, no more people screaming loudly when they jumped from the bridge and the water splashed hard.			√	
24.	S4.P2.L5	I know that I was a little bit crazy.	I knew that I was a little bit crazy.			√	
25.	S4.P2.L8	But some people just never want me that much.	But some people just never wanted me that much.			√	
26.	S4.P2.L1 3	I ran with happiness surrounds me, ...	I ran with happiness surrounded me, ...			√	
27.	S4.P2.L1 4	I'm getting closer to him, I even forget that I was dribbling a basket ball.	I'm getting closer to him, I even forgot that I was dribbling a basket ball.			√	
28.	S4.P2.L1 7	I am getting closer and I finally stop.	I am getting closer and I finally stopped.			√	
29.	S4.P2.L1 9	It hurts so bad, I saw red everywhere.	It hurted so bad, I saw red everywhere.			√	
30.	S4.P2.L2 0	..., scared that something bad is happening * that time.	..., scared that something bad would happen at that time.	√		√	
31.	S4.P2.L2 1	I fainted and when I woke up and that was the first time I realized that I cannot trust anyone.	I fainted and when I woke up and that was the first time I realized that I couldn't trust anyone.			√	
32.	S5.P1.L1	My 20-year-old sister and 18-year-old brother were going to Dunia Fantasi or what people usually call "Dufan".	My 20-year-old sister and 18-year-old brother were going to Dunia Fantasi or what people usually called "Dufan".			√	
33.	S5.P1.L3	My siblings were going with a couple of my cousin.	My siblings were going with my cousins.	√	√		

The Continuation of Table Of Errors

34.	S5.P1.L1 7	I could felt the train arriving at the top of the track.	I could feel the train arriving at the top of the track.			√	
35.	S5.P1.L1 7	My sister * sitting beside me sounded so cheerful, not even a little bit did she remember to comfort me.	My sister was sitting beside me sounded so cheerful, not even a little bit she remembered to comfort me.	√	√	√	
36.	S6.P1.L2	It was quite, the feeling of loss. I was burdened by great sadness. It was that time particularly when I feel I will miss someone and never get to see that person again.	It was quite, the feeling of loss. I was burdened by great sadness. It was that time when I felt I would miss someone and never got to see that person again.		√	√	
37.	S6.P1.L2	Tears is what I felt streaming down hard * my cheek, ...	Tears were what I felt streaming down hard on my cheek,	√		√	
38.	S6.P1.L4	In that room, at that momment I am afraid.	In that room, at that moment I was afraid.			√	
39.	S6.P1.L6	I am afraid, horrified.	I was afraid, horrified.			√	
40.	S6.P1.L8	I can't held my tears, they go down continuously as I lay down feeling pain, anger severely.	I couldn't hold my tears, they went down continuously as I laid down feeling pain, anger severely.			√	
41.	S6.P1.L1 0	The minute I walk pass through the front door, the feeling the sight, ...	The minute I walked pass through the front door, the feeling of sight, ...			√	
42.	S6.P1.L1 1	I sit down, I close my eyes and I can remember his voice roaming inside the living room calling my name, the sound of his footsteps as he go down the staircase.	I sat down, I closed my eyes and I could remember his voice roaming inside the living room calling my name, the sound of his footsteps as he went down the staircase.			√	

The Continuation of Table Of Errors

43.	S6.P1.L1 3	I open my eyes and I see his dead body in a coffin, wearing my granpa's favourite suit & tie also his shoes, said my grandma.	I opened my eyes and I saw his dead body in a coffin, wearing my granpa's favourite suit & tie also his shoes, said my grandma..			√	
44.	S6.P1.L1 4	For a second, I pictured a breathtaking scene inside my wicked imagination.	I pictured a breathtaking scene inside my wicked imagination for a second.				√
45.	S6.P1.L1 6	I was picturing my granpa suddenly come back to life but then nothing happened.	I was picturing my granpa suddenly came back to life but then nothing happened.			√	
46.	S6.P1.L1 6	Gospel songs accompany me and my family as we close his coffin.	Gospel songs accompanied my family and I as we closed his coffin.			√	
47.	S6.P1.L1 8	When I look at my grandpa's face for the last time in my life.	When I looked at my grandpa's face for the last time in my life.			√	
48.	S7.P1.L1	I couldn't stop moving around after I step out of the car.	I couldn't stop moving around after I stepped out of the car.			√	
49.	S7.P1.L2	My legs and hands were shaking because I'm not used to this cold weather.	My legs and hands were shaking because I was not used to this cold weather.			√	
50.	S7.P2.L1 1	It was bigger than I have expected.	It was bigger than I expected.		√		
51.	S7.P2.L1 4	I immediately took out my phone so that I am able to take pictures of this gorgeous panorama.	I immediately took out my phone so that I was able to take pictures of this gorgeous panorama.			√	
52.	S8.P1.L3	Me and my friends decided to sit in front of the class, I'm bringing my guitar with me.	My friends and I decided to sit in front of the class, I was bringing my guitar with me.			√	√
53.	S8.P1.L5	And then one of my close friend comes to me, ...	And then one of my close friend came to me, ...			√	

The Continuation of Table Of Errors

54.	S8.P1.L6	..., his words makes me wanted to punch his face.	..., his words made me want to punch his face.			√	
55.	S8.P1.L7	After that moment I promised to myself that I will learn to play guitar, I will play guitar fluently less than a month.	After that moment I promised to myself that I would learn to play guitar, I would play guitar fluently less than a month.			√	
56.	S8.P1.L9	I can play guitar fluently and I learn guitar without any teacher, ...	I can play guitar fluently and I learned guitar without any teacher, ...			√	
57.	S8.P1.L10	..., * was helped by a single piece of guitar chords paper.	..., I was helped by a single piece of guitar chords paper.	√			
58.	S8.P1.L11	..., he still make fun of me until he saw me played the guitar	..., he still made fun of me until he saw me played the guitar			√	
59.	S8.P1.L15	..., because if he never spoken to me like that I will never can play a guitar.	..., because if he never spoke to me like that I would never can play a guitar.			√	
60.	S9.P1.L2	..., I still remember it was on winter and the weather was cold and windy.	..., I still remember it was winter and the weather was cold and windy.		√		
61.	S9.P1.L3	All those trees had lost their leaves and were standing in line on both side of canal.	All trees had lost their leaves and were standing in line on both side of canal.		√		
62.	S9.P1.L4	And there are lots of similar canals all around Amsterdam, which could easily make tourist get lost.	And there are lots of similar canals all around Amsterdam, which could easily make tourists get lost.	√			
63.	S9S9.P1.L5	They weren't froze yet, ...	They weren't frozen yet, ...			√	
64.	S9.P2.L7	I can smell freshly baked cookies and breads.	I could smell freshly baked cookies and breads.			√	
65.	S9.P2.L9	..., I can smell (to me) this winter kind of smell.	..., I could smell (to me) this winter kind of smell.			√	
66.	S9.P2.L10	I can't really describe how does it smells actually, ...	I couldn't really describe how it smelled actually, ...		√	√	

The Continuation of Table Of Errors

67.	S9.P3.L1 3	I can't really walk without shivering.	I couldn't really walk without shivering.			√	
68.	S9S9.P3.L14	I can barely saw the sunlight.	I could barely see the sunlight.			√	
69.	S9.P4.L1 8	It was the most beautiful thing I've ever wanted to saw.	It was the most beautiful thing I've ever wanted to see.			√	
70.	S10.P1.L 2	..., even though my brain acknowledged that I am in Japan, I still haven't truly felt that I am in Japan.	..., even though my brain acknowledged that I was in Japan, I still haven't truly felt that I was in Japan.			√	
71.	S10.P1.L 3	When I arrived at the park in front of Osaka Castle however, that was the moment that I truly felt in Japan.	When I arrived at the park in front of Osaka Castle, that was the moment that I truly felt in Japan.		√		
72.	S10.P1.L 11	This is the country that all of * favorite things are here, ...	This is the country that all of the favorite things are here, ...	√			
73.	S11.P2.L 5	..., they were a a A – division team, and we were a B – division team.	..., they were A – division team, and we were B – division team.		√		
74.	S11.P3.L 10	On that beautiful sunny day, we were celebrating like we had won a cup, * we had not.	On that beautiful sunny day, we were celebrating like we had won a cup, which we had not.	√			
75.	S11.P3.L 11	The feeling when a mediocre team beats one of the grants, indescribable.	The feeling when a mediocre team beaten one of the grants, indescribable.			√	
76.	S12.P1.L 3	I saw the beach * so quiet with only some people there.	I saw the beach was so quiet with only some people there.	√			
77.	S13.P1.L 2	This moment do have a name, ...	This moment does have a name, ...			√	
78.	S13.P1.L 4	I don't know how the temperature at the top if around was 7°celcius.	I don't know why the temperature at the top was around 7°Celcius.		√	√	√
79.	S13.P2.L 7	Chill as freezing ice cube.	Chill as frozen ice cube.			√	

The Continuation of Table Of Errors

80.	S13.P3.L 9	* Can't tell how much I jump with happiness when I saw lots of stars in the sky.	I Can't tell how much I jumped with happiness when I saw lots of stars in the sky.	√		√	
81.	S13.P3.L 10	I couldn't even count on them all.	I couldn't even count them all.	√			
82.	S13.P4.L 11	The sun suddenly showed it's face.	The sun suddenly showed its face.			√	
83.	S13.P4.L 12	It's not orange anymore later,	It's not orange anymore,	√			
84.	S13.P4.L 13	Paint that such a beautiful scene.	Paint such a beautiful scene.	√			
85.	S13.P4.L 13	But the journey doesn't end here yet.	But the journey wasn't end here yet.			√	
86.	S13.P5.L 16	It really are look a like with teletubbies's hill.	It really looked like teletubbies's hill.		√	√	
87.	S13.P6.L 19	We can look around these site in just from this position.	We could look around these sites from this position.	√	√	√	
88.	S13.P6.L 20	..., we can heard sand whispering * our ears.	..., we could hear the sand whispering in our ears.	√		√	
89.	S13.P6.L 20	The sound it's like amazing thing that can be happened in there.	The sound was amazing that could happen in there.		√	√	
90.	S14.P1.L 6	I was so excited * I could pass out any moment back then.	I was so excited that I could pass out any moment back then.	√			
91.	S14.P1.L 9	It was indescribable and I can not think of any other words except * amazing.	It was indescribable and I could not think of any other words except felt amazed.	√		√	
92.	S15.P1.L 3	I remembered the first time i stepped * foot on the island,	I remembered the first time i stepped my foot on the island,	√			
93.	S15.P1.L 4	..., all I felt was overwhelm.	..., all I felt was overwhelmed.			√	
94.	S15.P4.L 14	Both me and my brothers went for a swim at the beach.	Both my brothers and I went for swimming at the beach.	√		√	√
95.	S15.P4.L 17	..., the meat melted inside your mouth once you eat it.	..., the meat melted inside your mouth once you ate it.			√	
96.	S16.P1.L 2	I had no imagine about how beautiful the view would like.	I had no imagination on how beautiful the view would be.			√	

The Continuation of Table Of Errors

97.	S16.P2.L 5	From there we could see the whole lake from the distance.	From there we could see the whole lake from distance.	√		
98.	S16.P2.L 6	I was mesmerized with the view.	I was mesmerized by the view.		√	
99.	S17.P1.L 1	I felt lonely * walking around the Beach in my bikini.	I felt lonely while walking around the Beach with my bikini.	√		√
100.	S17.P1.L 4	..., even * I already enjoyed my self.	..., even though I already enjoyed my self.	√		
101.	S17.P1.L 5	I took a photo of my self with my camera, then I share it on twitter.	I took a photo of my self with my camera, then I shared it on twitter.			√
102.	S17.P1.L 6	..., someone showed from my back then I figure it out,, someone showed from my back then I figured it out, ...			√
103.	S17.P1.L 7	He surprised me with two ice cream that he hold in his hands he gave me such a prefect emotion.	He surprised me with two ice cream that he held in his hands he gave me such a prefect emotion.			√
104.	S17.P1.L 10	I had an amazing views right in front of me.	I had an amazing view right in front of me.		√	
105.	S18.P1.L 4	..., while my sister was excited because she had never seen or touched a snow before,, while my sister was excited because she had never seen or touched snow before, ...		√	
106.	S18.P2.L 5	Even while I'm on the plane, I can't hide the excitement that I felt.	While I was on the plane, I couldn't hide the excitement that I felt.		√	√
107.	S18.P3.L 11	The whole trip to Korea turned out exactly as how I expected.	The trip to Korea turned out exactly as how I expected.		√	
108.	S18.P3.L 11	When I was there, it seems like all my imagination about how things would turn out in Korea was true.	When I was there, it seemed like all my imagination about how things would turn out in Korea was true.			√

The Continuation of Table Of Errors

109.	S18.P3.L 113	Even though my parents didn't love the trip as much as I do, due to the freezing temperature and the language barrier, but I love it there.	Even though my parents didn't love the trip as much as I did due to the freezing temperature and the language barrier, but I loved it there.			√	
110.	S18.P3.L 14	I feel like that is where I belong.	I felt like that was where I belong.			√	
111.	S19.P1.L 1	I remember * how having a happy family feels like.	I remember on how having a happy family feels like.	√			
112.	S19.P1.L 2	I remember the moment when my mom, My dad, and my little brother was playing with me in our room.	I remember the moment when my mom, My dad, and my little brother were playing with me in our room.			√	
113.	S20.P1.L 2	..., me and my team came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.	..., my team and I came all the way from Jakarta to Manado in North Sulawesi for a National Junior Championship.			√	
114.	S20.P1.L 3	I'm surprised that we've won all the game in the classification series, ...	I was surprised that we've won all the game in the classification series, ...			√	
115.	S20.P2.L 11	We are all almost losing our hopes to became another champion.	We were all almost losing our hopes to become another champion.			√	
116.	S20S20 S20.P2.L 16	..., we've fought them with our batting skills that makes them even more harder to chased our points.	..., we've fought them with our batting skills that made them harder to chase our points.	√		√	
117.	S20.P2.L 17	Then it came to the last inning where we have to be in the defense positions.	Then it came to the last inning where we had to be in the defense positions.			√	

The Continuation of Table Of Errors

118.	S20.P2.L 18	And my coaches believed me as a closing pitcher which that made me nervous ...	And my coaches believed me as a closing pitcher which made me nervous ...	✓		
119.	S20.P2.L 26	... I can see my mom gave her best smile * that time.	... I could see my mom gave her best smile at that time.	✓		✓
120.	S21.P3.L 10	I sat on the edge of my parents bed, I don't know why, ...	I sat on the edge of my parents bed, I didn't know why, ...			✓
121.	S21.P5.L 17	I can't remember the whole conversation,	I couldn't remember the whole conversation,			✓
122.	S21.P5.L 17	I just remember bits, "your father won't be living with us" and "you'll still see him".	I just remembered bits, "your father won't live with us" and "you'll still see him".	✓		✓
123.	S21.P5.L 17	I remember the ache in my heart, ...	I remembered the ache in my heart, ...			✓
124.	S21.P5.L 18	I didn't want to cry, but I feel like I was drowning and crying was going to solve it.	I didn't want to cry, but I felt like I was drowning and crying was going to solve it.			✓
125.	S22.P2.L 8	Around the candles, there are strawberries, ...	Around the candles, there were strawberries, ...			✓
126.	S22.P2.L 9	This cake is just perfect.	This cake was just perfect.			✓
127.	S22.P2.L 9	Then I realize that my family have not gathered yet.	Then I realized that my family had not gathered yet.			✓
128.	S22.P2.L 10	My siblings are still upstairs.	My siblings were still upstairs.			✓
129.	S22.P4.L 18	..., the trainers did something that I am not aware of.	..., the trainers did something that I was not aware of.			✓
130.	S22.P4.L 21	My body is aching.	My body was aching.			✓
131.	S22.P4.L 21	I can not move my legs.	I couldn't move my legs.			✓
132.	S22.P4.L 21	I am exhausted.	I was exhausted.			✓
133.	S22.P4.L 21	Most of * friend* has gone already.	Most of my friends have gone already.	✓		✓

The Continuation of Table Of Errors

134.	S22.P5.L 25	I do not know whether I should be happy or annoyed, but most of all, I am very happy that they had prepared eggs, which need money.	I did not know whether I should be happy or annoyed, but most of all, I was very happy that they had prepared eggs, which need money.			√	
135.	S23.P1.L 2	I was very happy, but a little bit scared and exciting.	I was very happy, but a little bit scared and excited.			√	
136.	S23.P1.L 3	The problem is I'd meet his big family in that event.	The problem was I'd meet his big family in that event.			√	
137.	S24.P1.L 4	In the morning, my cousins and me were excited to play on the beach.	In the morning, my cousins and I were excited to play on the beach.			√	
138.	S24.P1.L 5	The feel of the sand in my feet.	The feel of the sand under my feet.			√	
139.	S24.P1.L 6	The sound of wind in my ears it feel so calm.	The sound of wind in my ears it felt so calm.			√	
140.	S24.P1.L 6	..., I washed my body and get ready to eat.	..., I washed my body and got ready to eat.			√	
141.	S24.P1.L 8	My dad brought his keyboard so we all can sing together.	My dad brought his keyboard so we all could sing together.			√	
142.	S24.P1.L 9	It was so much fun, we all laughs, scream, smile.	It was so much fun, we all laughed, screamed, smiled.			√	
143.	S24.P2.L 11	When it almost time to go home, I went to the beach with my cousin and play on the sand and play in the water.	When it almost time to go home, I went to the beach with my cousin and played on the sand and water.			√	
144.	S24.P2.L 13	..., but me and my cousins was not sad, because * can feel the sand and the ocean before we leave.	..., but me and my cousins were not sad, because we could feel the sand and the ocean before we left.	√		√	√
145.	S24.P2.L 14	I don't wanna go home yet, but I have to, because I would have school in the next day.	I didn't wanna go home yet, but I had to, because I would have school on the next day.			√	

The Continuation of Table Of Errors

146.	S25.P2.L 7	I could see most of people there still uses their bikes, ...	I could see most of people there still use their bikes, ...	✓			
147.	S25.P2.L 7	Domestic and interational tourists also tried to Yogyakarta's food,	Domestic and international tourists also tried Yogyakarta's food,	✓			
148.	S26.P1.L 5	What is worse, I could see the end and it is not a good ending at all.	What was worse, I could see the end and it was not a good ending at all.			✓	
149.	S26.P1.L 7	..., nor do I want to, It was for me, quite a humiliating experience to have.	..., nor did I want to, It was for me, quite a humiliating experience to have.			✓	
150.	S26.P2.L 10	Part of me was happy that the chance * came upon being presented with the situation.	Part of me was happy to the chance that came upon being presented with the situation.	✓		✓	
151.	S26.P2.L 15	I didn't really care at that time, I was just telling what is on my mind after seeing his message.	I didn't really care at that time, I was just telling what was on my mind after seeing his message.			✓	
152.	S27.P1.L 1	Me, my mom, my brother and my boyfriend were standing in the middle of a park in the area of Marina Bay Sands, Singapore.	My mom, my brother, my boyfriend and I were standing in the middle of a park of Marina Bay Sands, Singapore.	✓		✓	
153.	S27.P1.L 4	Me and my brother were yelling the numbers while my mom and my boyfriends were just staring at the sky waiting for the fireworks to start.	My brother and I were yelling the numbers while my mom and my boyfriend were just staring at the sky waiting for the fireworks to start.	✓		✓	
154.	S27.P1.L 6	There were many kind of fireworks with many different colors.	There were many kinds of fireworks with many different colors.	✓			
155.	S27.P1.L 7	The smoke of the fireworks started * filling the sky.	The smoke of the fireworks started to fill the sky.	✓		✓	

The Continuation of Table Of Errors

156.	S27.P1.L 8	Right after the series of fireworks ended, I started saying happy new year to my mom, my brother, my boyfriend and everybody else around me.	Right after the forms of fireworks ended, I said happy new year to my mom, my brother, my boyfriend and everybody else around me.		√	√
157.	S27.P1.L 11	After I was done saying to everyone, my mom and my brother left me and my boyfriend alone because they wanted to go back to the hotel where we were staying in.	After I was done saying to everyone, my mom and my brother left me and my boyfriend alone because they wanted to go back to the hotel where we were staying at.			√
158.	S27.P1.L 13	My boyfriend hugged me and whispered to my ears saying “happy new year” and “I love you”.	My boyfriend hugged me and whispered “happy new year” and “I love you”.		√	
159.	S28.P1.L 2	We are so excited to have fun in Flores because we * never been there before.	We were so excited to have fun in Flores because we have never been there before.	√		√
160.	S28.P1.L 5	Flores has a lot of beautiful beaches, beautiful mountain and the most important place is Komodo Island.	Flores has a lot of beautiful beaches, beautiful mountains and the most important place is Komodo Island.	√		
161.	S28.P1.L 6	Before we arrives in Flores, we went to Bali, only for 2 days.	Before we arrived in Flores, we went to Bali, only for 2 days.			√
162.	S28.P2.L 11	We spent almost 3 hours on that beach.	We spent almost 3 hours at that beach.			√
163.	S28.P2.L 12	The sounds of wave makes me feel relax.	The sounds of wave made me feel relaxed.			√
164.	S28.P2.L 13	It was scary but that is an amazing experience to touched komodo.	It was scary but that was an amazing experience to touch komodo.			√
165.	S28.P2.L 15	Especially when the sunset.	Especially when sunset.		√	

The Continuation of Table Of Errors

166.	S28.P2.L 15	We promised each other that someday we will * back to Flores.	We promised each other that someday we will come back to Flores.	√			
167.	S29.P1.L 5	... so we can * together attend a party that some-night.	... so we could be together attending a party some-night.	√		√	
168.	S29.P1.L 6	We were having dinner in one of seafood restaurant at the mall when I got a text message from my other cousin saying that my uncle was rushed into the hospital.	We were having dinner in one of seafood restaurants at the mall when I got a text message from my other cousins saying that my uncle was rushed into the hospital.	√			
169.	S29.P1.L 8	I couldn't believe what I just read in that same moment everything seemed to have stop.	I couldn't believe what I just read in that same moment everything seemed to stop.		√		
170.	S29.P1.L 15	Everything around me seemed to have vanishes.	Everything around me seemed to be vanished.			√	
171.	S29.P1.L 16	I walked back to my seat dragging my weak legs with an attempt to withheld my tears.	I walked back to my seat dragging my weak legs with an attempt to withhold my tears.			√	
172.	S29.P1.L 16	The cravings for seafood that I had before vanishes into thin air	The cravings for seafood that I had before vanished into thin air			√	
173.	S29.P1.L 20	Finally, the silence cought me and I broke down before leaving the restaurant.	Finally, the silence caught me and I broke down before leaving the restaurant.			√	
174.	S30.P2.L 8	Since my parent decided to live separately when I was only an innocent girl.	Since my parents decided to live separately when I was only an innocent girl.	√			

The Continuation of Table Of Errors

175.	S30.P4.L 15	But I doesn't matter, not anymore as long as my dad live in my heart, even though we didn't talk with each other as much as it used to, I know I always love him.	But it doesn't matter, not anymore as long as my dad lives in my heart, even though we didn't talk to each other as much as it used to, I know I always love him.	√	√		
Total Numbers of Errors				36	43	129	8

Note: S (student), P (paragraph), L (line), Om (omission), Ad (addition), Mf (misformation), Md (Misordering)



Appendix 3: Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Dian Noviana Astuti
2. NIM : 0911110141
3. Program studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition; Error Analysis
5. Judul Skripsi : Error Analysis on General English Writing Task in
17-14A Class at London School of Public Relation
Jakarta
6. Tanggal Mengajukan : 18/02/2013
7. Tanggal Selesai Revisi : 05/05/2014
8. Nama Pembimbing : I. Dra. Ismarita Ida Rahmiati, M.Pd.
II. Agus Gozali, S.Pd.
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	18 Februari 2013	Pengajuan dan persetujuan Skripsi	Pembimbing I	
2.	18 Februari 2013	Pengajuan dan persetujuan Skripsi	Pembimbing II	
3.	26 Februari 2013	Pengumpulan outline Bab I, II, III	Pembimbing I	
4.	27 Februari 2013	Konsultasi Bab I, II, III	Pembimbing I	
5.	8 Maret 2013	Penyerahan Bab I, II, III	Pembimbing I	
6.	14 Maret 2013	Revisi Bab I, II, III	Pembimbing I	
7.	20 Maret 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
8.	28 Maret 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
9.	3 Mei 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	

10.	20 Mei 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
11.	6 Juli 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
12.	10 September 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
13.	16 September 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
14.	1 Oktober 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
15.	23 Oktober 2013	ACC Sempro	Pembimbing I	
16.	12 November 2013	Penyerahan Bab I, II, III	Pembimbing II	
17.	19 November 2013	Penyerahan revisi Bab I, II, III	Pembimbing II	
18.	26 November 2013	Penyerahan revisi Bab I, II, III	Pembimbing II	
19.	3 Desember 2013	ACC Sempro	Pembimbing II	
20.	19 Desember 2013	Seminar Proposal	Pembimbing I	
21.	19 Desember 2013	Seminar Proposal	Pembimbing II	
22.	12 Februari 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing I	
23.	12 Februari 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing II	
24.	25 Februari 2014	Penyerahan revisi skripsi	Pembimbing II	
25.	12 Maret 2014	ACC Semhas	Pembimbing I	
26.	23 Maret 2014	ACC Semhas	Pembimbing II	
27.	24 April 2014	Seminar Hasil	Pembimbing I	
28.	24 April 2014	Seminar Hasil	Pembimbing II	
29.	28 April 2014	Penyerahan revisi skripsi	Pembimbing I	
30.	28 April 2014	Penyerahan revisi skripsi	Pembimbing II	
31.	5 Mei 2014	ACC Ujian Sidang	Pembimbing I	
32.	5 Mei 2014	ACC Ujian Sidang	Pembimbing II	

10. Telah dievaluasi dan diuji dengan nilai :



Malang, Mei 2014

Dosen Pembimbing I

Dosen Pembimbing II

Dra. Ismarita Ida Rahmiati, M.Pd.
NIP. 19560426 198203 2 001

Agus Gozali, S.Pd.
NIK. 770813 12 1 1 0059

Mengetahui,
Ketua Jurusan Bahasa dan Sastra

Ismatul Khasanah, M.Pd., M.Ed., PhD
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